DOCUMENT RESUME

ED 029 694

PS 001 788

Grade 2: How People Live in City Communities Around the World. Course of Study and Related Learning Activities. (Curriculum Bulletin, 1968-69 Series, No. 2.)
New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.
Pub Date 4 Sep 68
Note-225p.
Available from-Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, N.Y. 11201 ($4.00)
EDRS Price MF-$1.00 HC Not Available from EDRS.
Descriptors-*Concept Teaching, Course Organization, Curriculum Development, *Curriculum Guides, Educational Objectives, *Grade 2, History, *Multimedia Instruction, Resource Materials, Social Sciences, *Social Studies

This publication is a preliminary bulletin, giving the basic course of study and related learning activities in history and the social sciences for grade two in the City of New York. This bulletin is one of a series designed to provide students from prekindergarten through the 12th grade with a revitalized curriculum in history and the social sciences. The philosophy of the program is summarized into six basic emphases: (1) the teaching of concepts rather than the accumulation of data; (2) providing all students with the values, skills, understandings and knowledge needed to cope with the pressing social problems of our age; (3) the attempt to incorporate into the curriculum basic concepts drawn from the disciplines of history and the social sciences; (4) the attempt to develop skills and research techniques sequentially; (5) the attempt to provide learning activities that aim at conceptualization through techniques of inquiry and discovery; and (6) the use of multimedia resources rather than the traditional textbook. The bulletin for the kindergarten is abstracted under number PS 001 470, and the bulletin for grade one is abstracted under number PS 001 473. (WD)

ED029694

N-SG

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CURRICULUM BULLETIN . 1968-69 SERIES . NO. 2

SOCIAL STUDIES

GRADE 2

HOW PEOPLE LIVE IN CITY COMMUNITIES AROUND THE WORLD

Course of Study and Related Learning Activities

PRELIMINARY MATERIALS

Permission to reproduce this copyrighted work has been granted to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the U.S. Office of Education to reproduce documents included in the ERIC system by means of microfiche only, but this right is not conferred to any users of the microfiche received from the ERIC Document Reproduction Service. Further reproduction of any part requires permission of the Board of Education of the City of New York.

BUREAU OF CURRICULUM DEVELOPMENT
BOARD OF EDUCATION OF THE CITY OF NEW YORK

PS001788

BOARD OF EDUCATION

John Doar, President

Rev. Milton A. Galamison, Vice-President

Joseph G. Barkan
Aaron Brown
Mrs. Ana L. Conigliaro
Lloyd K. Garrison
William F. Haddad
Morris Iushewitz
John H. Lotz
Ernest R. Minott
Mrs. Rose Shapiro
Walter W. Straley

Hector I. Vazquez

Superintendent of Schools

Bernard E. Donovan

Executive Deputy Superintendent of Schools

Nathan Brown

Deputy Superintendents of Schools

Frederick W. Hill
Business Affairs

Theodore H. Lang
Personnel

Seelig Lester
Instructional Services

Copyright 1968

By the Board of Education of the City of New York

Application for permission to reprint any section of this material should be made to the Superintendent of Schools, 110 Livingston Street, Brooklyn, N.Y. 11201. Reprint of any section of this material shall carry the line, "Reprinted from (title of publication) by permission of the Board of Education of the City of New York."

Copies of this publication may be purchased from: Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, N. Y. 11201. Checks should be made payable to: Auditor, Board of Education. Price: $4.00

GRADE 2: HOW PEOPLE LIVE IN CITY COMMUNITIES AROUND THE WORLD

COURSE OF STUDY AND LEARNING ACTIVITIES

TABLE OF CONTENTS

FOREWORD i

ACKNOWLEDGMENTS ii

INTRODUCTION v

CONTENT OUTLINE 1

SUGGESTED LEARNING ACTIVITIES

- THEME A - LIVING AND WORKING IN AND NEAR NEW YORK CITY 22
- THEME B - LIVING AND WORKING IN OTHER CITIES OF THE UNITED STATES 122
- THEME C - LIVING AND WORKING IN OTHER CITIES OF THE WORLD 141
- THEME D - HOW PEOPLE OF THE WORLD ARE BROUGHT CLOSER TOGETHER THROUGH COMMUNICATION 157
- THEME E - HOW PEOPLE OF THE WORLD ARE BROUGHT CLOSER TOGETHER THROUGH TRANSPORTATION 167
- THEME F - PEOPLE AROUND THE WORLD OBSERVE SPECIAL DAYS AND CUSTOMS 178

VOCABULARY FOR GRADE 2 181

ATTITUDES AND APPRECIATIONS FOR GRADE 2 183

BIBLIOGRAPHY 184

SPECIAL ACKNOWLEDGMENTS 195

FEEDBACK SHEETS 197

FOREWORD

New dimensions are offered in the courses of study in history and the social sciences to cope with the realities of today and meet the challenges of the future. Our world is changing so rapidly that any static presentation of subject matter becomes obsolete. Also, the explosion of knowledge necessitates a functional approach to facts as related to concepts, the most important raw material of instruction. These courses of study emphasize student development of concepts and understandings that can be applied to new situations, training in critical thinking through a problem-solving approach, studies in depth and the use of multi-media materials of instruction. To achieve competence, students must be provided with experiences to help them acquire skills related to concept development. A comprehensive graded skills chart is provided as part of the Introduction, to guide the teacher in planning for instruction in these skills.

This bulletin is one of a series designed to provide students at all grade levels with a revitalized curriculum. Leading scholars in the appropriate disciplines have been consulted, and the findings of social studies teaching research throughout the country have been incorporated in developing this program. The Prekindergarten through the twelfth year program in history and the social sciences seeks to build and strengthen respect for the institutions that contribute to the realization of the American dream. The social studies, together with other curriculum areas, have the responsibility for the transmission of the goals of justice, social progress and the improvement of economic conditions to the students. These courses of study rightfully stress the development of democracy - its values and processes. Teachers and supervisors are given opportunities in these bulletins to plan for effective teaching for "the dignity of man and the destiny of democracy" in a changing world. Human dignity and respect for others, if they are to have any meaning, must be demonstrated in the classroom and the school setting. Furthermore, attention must be focused on the necessity for law and order, and the role of civil disobedience in the struggle for justice. Provision is made for students to learn about the diversity of cultures around the world and the pluralistic nature of our American society.

These new courses of study and suggested learning activities are offered in a preliminary edition, based on the reports of pilot schools throughout the city which experimented with earlier mimeographed editions of this guide. These reports, reviews and appraisals were considered in the writing of this bulletin.

The Introduction details the basic principles on which the program is built. Successful implementation of this course of study requires a variety of pupil materials and an in-service program of teacher retraining. Several meetings have been held with publishers and producers of instructional materials which should eventuate in the production of more relevant and innovative texts and non-text materials. To aid in the training of teachers, the Bureau of History and the Social Sciences has prepared a series of television programs in conjunction with an in-service program of district workshops.

The implementation of this course of study is vested in the district superintendent and the supervisory and teaching staff of the city. Individual schools and districts may make adaptations in the materials to meet special needs. Since this is a preliminary bulletin, revision will be made on the basis of feed-back reports which will be found at the end of this publication. Teachers and supervisors are requested to submit these reports to the district superintendent and the Bureau of History and Social Sciences.

Seelig Lester
Deputy Superintendent

September 4, 1968

ACKNOWLEDGMENTS

DEVELOPMENT OF THE PROGRAM

The curriculum revision program in history and the social sciences was planned and initiated by the late Joseph O. Loretan, Deputy Superintendent of Curriculum and Instruction. The current program is supervised by Deputy Superintendent of Schools Seelig Lester.

Overall designs, curriculum revision plans, pilot-school tryouts, and evaluation were organized under the direction of William H. Bristow, Assistant Superintendent, assisted by staff members of the Bureau of Curriculum Development.

Leonard W. Ingraham, Acting Director of the Bureau of History and the Social Sciences, has coordinated the program since its inception in 1962 and has served as director of the workshops engaged in the production of curriculum materials.

The course of study included in this bulletin is based upon pertinent sections of an earlier publication, Proposals for a K-12 Curriculum in History and the Social Sciences: A Position Paper for Discussion and Review. Issued in September 1964, this document provided guidelines for the revision program as well as a comprehensive description of what might be taught at each grade level. A citywide evaluation of this position paper resulted in a revised scope and sequence, but the basic philosophy of the program reamined unchanged.

PREPARATION AND EVALUATION OF MATERIALS

Two workshops composed of teachers and supervisors produced the basic materials that constitute the courses of study and learning activities for each grade level. The first met during the summer of 1965 to develop initial experimental curriculum materials for the kindergarten through grade ten. Its members were: Kindergarten: Ralph Brande, Ann Codraro, Mary Quintavalle; Grade One: Beatrice Mantell, Rose Risikoff, Helen Weissman; Grade Two: Iona Flamm, Raymond Greenstein, Elizabeth Vreeken; Grade Three: Jack Bloomfield, Deborah Goodwin; Grade Four: Irwin Price, Irving Siegel; Grade Five: Virginia Fitzpatrick, Martin Frey, Mary Strang; Grade Six: Henry Berkman, Aaron N. Slotkin; Grade Seven: Lula Bramwell, Albert Shapiro Harvey Seligman; Grade Eight: Samuel Arbital; Grade Nine: Aaron Braverman, Gene Satin; Grade Ten: Murray Meiselman, Irving Rosenman; Instructional Materials Specialists: Lowell Klein, Harold Marder, Kathryn Moses; Materials Consultants: Edna Bernstein, Dominick Canepa, Pierre Lehmuller, Urlah Roeschler, Edith Tillem.

The materials prepared during the Summer of 1965 were tested in 115 pilot schools during the 1965-66 school year. The evaluation process included visits to pilot schools, meetings with teachers and district curriculum committees, and a careful analysis of feedback. Then, during the spring and summer of 1966, several groups of teachers and supervisors met to prepare more definitive curriculum materials. Participants in the 1966 workshops were:

Grade	Personnel	Title	School
K	Ruth Baylor	Supervisor, Early Childhood	District #3
	Florence Jackson	Acting Assistant Director	Bureau Hist & Soc.Sciences
1	Vivian Ford	Teacher, Early Childhood	P.S. 102 X
	Etta Ress	Research Teacher	Bur. Curriculum Development
2	Raymond Greenstein	Principal	P.S. 130 X
	Elizabeth Vreeken	Curriculum Assistant	District #10
	Etta Ress	Research Teacher	Curriculum Development
3	Jack Bloomfield	Principal	Coleman Junion H.S.
	Irving Cohen	Actg. Assistant Director	Bur.History & Social Sciences
	Elsa Haggarty	Teacher, Common Branches	P.S. 232 Q
	Yetta Haralick	Teacher, Common Branches	P.S. 205 Q
4	Ruth Fishkind	Teacher, Common Branches	P.S. 163 M
	Florence Jackson	Actg. Assistant Director	Bur. History & Social Sciences
	Irving Siegel	Principal	P.S. 188 M

Grade	Personnel	Title	School
5	Samuel Arbital	Teacher, Social Studies	Bur.Curriculum Development
	Adelaide Jackson	Teacher, Social Studies	Wadleigh Jr. H.S.
	George Krieger	Assistant Principal	P.S. 165 K
6	Henry Berkman	Principal	P.S. 111 M
	Tillie Gastwirth	Teacher, Common Branches	P.S. 220 Q
	Aaron Slotkin	Coordinator, Publications	Textbook Office
7	Alfred Freed	Assistant Principal	Goddard Jr. H.S.
	Harvey Seligman	Assistant Principal	Hale Jr. H.S.
8	Samuel Arbital	Teacher, Social Studies	Bur.Curriculum Development
	Sandra Aronowitz	Teacher, Social Studies	Hudde Jr. H.S.
	Milton Greenberg	Assistant Principal	Gershwin Jr. H.S.
9.	Leonard Fried	Teacher, Social Studies	John Adams H.S.
	Harriet Geller	Teacher, Social Studies	Manhattanville Jr. H.S.
	Murray Kunkas	Teacher, Social Studies	Gershwin Jr. H.S.
	Sidney Langsam	Chairman, Social Studies	Springfield Gardens H.S.
	Albert Post	Chairman, Social Studies	Sheepshead Bay H.S.
	Erwin Rosenfeld	Teacher, Social Studies	Manhattanville Jr. H.S.
10	Ray De Leon	Teacher, Social Studies	Thomas Jefferson H.S.
	Sol Levine	Chairman, Social Studies	Canarsie H.S.
	Murray Meiselman	Teacher, Social Studies	Tilden H.S.
11	John Bunzel	Teacher, Social Studies	George Washington H.S.
	Marvin Feldman	Teacher, Social Studies	Lafayette H.S.
	Bertram Linder	Teacher, Social Studies	Hughes H.S.
	Bernard Ludwig	Teacher,Social Studies	Jamaica H.S.
	Murray Meiselman	Teacher, Social Studies	Tilden H.S.
	Albert Post	Chairman, Social Studies	Sheepshead Bay H.S.
	Joseph Scher	Chairman,Social Studies	Francis Lewis H.S.
	Maurice Tandler	Teacher, Social Studies	Tilden H.S.
12 (Eco)	Albert Alexander	Teacher, Social Studies	NYC Council Economic Ed.
	Allen Argoff	Teacher, Social Studies	Lafayette H.S.
	Paul Driscoll	Principal	Tottenville H.S.
	Dorothy Gallanter	Teacher Social Studies	Long Island City H.S.
	Walter Harris	Chairman, Social Studies	Port Richmond H.S.
	William Ross	Teacher, Social Studies	Andrew Jackson H.S.
	Jesse Witchel	Chairman, Social Studies	Washington Irving H.S.

Instructional Materials Specialists

Edna Bernstein	Librarian	Bur.Curriculum Development
Barbara Kiefer	District Librarian	Bur. of Libraries
Urlah Roeschler	District Librarian	Bur. Of Libraries
Lowell Klein	Audio-Visual Technician	Bur. of Audio-Visual Instr.
Pierre Lehmuller	Audio-Visual Specialist	Bur. of Audio-Visual Instr.
Harold Marder	Audio-Visual Specialist	Bur. of Audio-Visual Instr.

Additional consultative services were provided by Irving S. Cohen and Florence Jackson, Acting Assist. Directors of the Bureau of History and the Social Sciences; Samuel Polatnick, Principal, Springfield Gardens High School; Philip Groisser, Principal, Grover Cleveland High School; and Patricia Callahan, Elementary School Coordinator, Bureau of Curriculum Development. The workshop reports were edited by Aaron N. Slotkin and Murray Sussman, Principal, P.S. 179 Queens.

During the 1966-67 school year, revised courses of study were tried out in approximately 300 pilot schools throughout the city. At the same time, the 1966 workshop reports were subjected to an intensive evaluation process involving groups of teachers, supervisors, curriculum assistants, district superintendents, parents, community leaders, subject specialists, and other special consultants. The Bureau of Audio-Visual Instruction and the Bureau of Library Services, under the direction of Edward G. Bernard and Helen Sattley respectively, provided bibliographies of audiovisual and library resources. Additional consultative services were given by staff members of the Human Relations Unit, the Bureau of Curriculum Development, and the Bureau of Early Childhood Education under the direction of Frederick H. Williams, William H. Bristow, and Rebecca A. Winton, Bureau directors, respectively.

In 1967-68 the bulletins for grades kindergarten, one, five, six and nine were implemented throughout the city at the discretion of the District Superintendents. The new grade seven course of study was also put into practice in the pilot intermediate schools and in some junior high schools designated by the District Superintendents. The curriculum guides for other grades were tried out in pilot schools. During the course of the school year final manuscripts were completed for the following grades under the direction of the people named:

Grade 2 - Jeanette Hadley, Teacher, P.S. 154M, assigned to the Bureau of History and Social Sciences
Grade 4 - Murray Sussman, Principal, P.S. 179Q, assigned as Acting Assistant Director, Bureau of History and Social Sciences
Grade 8 - Samuel Arbital, Teacher of Social Studies, Bureau of Curriculum Development
Grade 10- John Bunzel, Teacher of Social Studies, assigned to the Bureau of History and Social Sciences.

Florence Jackson, Acting Assistant Director, Bureau of History and Social Sciences, participated in the editing of the grade 2 bulletin and in the preparation of the manuscript for grade 4.

Murray Sussman, Principal, P.S. 179Q, assigned as Acting Assistant Director, Bureau of History and Social Sciences, edited the materials for grades 2, 4, 8 and 10.

Additional editorial services were provided by Patricia Callahan, Elementary School Coordinator, Bureau of Curriculum Development and Harold Zlotnik, Secondary School Coordinator, Bureau of Curriculum Development.

It is impossible to give individual acknowledgment to all the teachers, supervisors, and staff personnel who have participated in this project since its inception in 1962. Special thanks should go to the formal committees -- the K-12 Ad Hoc Committee which met for nearly two years and pointed new directions; the Deputy Superintendent's Advisory Committee on Scope and Sequence which recommended major proposals for the curriculum; the Task Forces which prepared the statement of basic concepts from history and the social sciences and the skills chart; the committees of teachers and supervisors which assisted the district superintendents in coordinating experimentation and feed-back; and the individual teachers and supervisors who evaluated materials during the 1966-67 and 1967-68 school years. Grateful acknowledgment is also due the many teachers and supervisors who conducted tryouts of experimental curriculum materials within their schools and who gave invaluable suggestions for their improvement.

CONSULTANTS AND COOPERATING CURRICULUM AGENCIES

Since its inception, the curriculum revision program has drawn upon the findings of several research projects and curriculum programs underway in various parts of the nation. These included Educational Services, Incorporated, the Committee on the Study of History at Amherst College, the Industrial Relations Center at the University of Chicago, the Senesh Materials developed at Purdue University, civil liberties resources from the Lincoln Filene Center for Citizenship and Public Affairs, the Greater Cleveland Social Science Program, Sociological Resources for Secondary Schools at Dartmouth University, the World History Project at Northwestern University, the Anthropology Curriculum Study Project, and the experimental programs developed by the Contra Costa (California), the Wisconsin, and the New York State Departments of Education.

Grateful acknowledgment is made to the International Programs and Services Division of the New York State Education Department and the Joint Council on Economic Education for grants used in connection with the development of courses of study for Grades Nine and Twelve (Economics). Federal funds were also used in the program.

Invaluable assistance was given at various phases in the development of the program by a number of special consultants. Among them were Dorothy Fraser, Professor of Education at Hunter College; John Griffin, Professor of Urban Studies at the City College; Wilhelmina Hill, Social Studies Specialist at the United States Office of Education; Erling Hunt, Professor of History at Teachers College, Columbia University; Solon Kimball, Professor of Anthropology at Teachers College, Columbia University; John E. Maher, Senior Economist, Joint Council on Economic Education; Mildred McChesney, Chief of the Bureau of Social Studies Education, New York State Education Department; Robert McNee, formerly Professor of Geography at the City College; S. Stowell Symmes, Staff Associate, Joint Council on Economic Education; and Donald Watkins, Professor of Sociology at Brooklyn College.

Special thanks are due Professor Jerome Bruner, Elting Morison, Franklin Patterson and Charles Keller for participating in the series of invitational conferences on history and the social sciences during the 1965-66 school year.

PRINTING PRODUCTION

Aaron N. Slotkin, Editor, was responsible for the design and printing production. Lillian Amdur, Ruth Eriksen, Edythe Kahn, and Elena Lucchini collaborated in the production. Simon Shulman designed the cover.

INTRODUCTION

Philosophy of the Program

The curriculum revision program in history and the social sciences has been guided by several major considerations. These may be summarized as follows:

1. It emphasizes the teaching of concepts rather than the accumulation of data. The revision program has been predicated on the same theory of learning that inspired recent changes in the teaching of science and mathematics. Impetus for the program results from the conviction - held by many scholars and educators - that social studies is often inadequately taught. Much of the traditional content is at variance with current scholarship in history and the social sciences. Too often the subject is presented as a series of "facts" bearing little apparent relationship to the student's concerns and contributing little or nothing to the maturation of his intellectual powers.

If it is to be truly meaningful, instruction in history and the social sciences should focus on the development of critical thinking. The student must learn to "think as a scholar" — to search out and deal with authentic source materials, to use techniques of inquiry and discorory, and finally, to arrive at conclusions supported by evidence. He should not be asked to accept the answers of others to questions he may not fully understand. The hope is that the student will learn to question and probe — to formulate hypotheses and test conclusions in the light of carefully sifted evidence. He will thus be able to perceive the shortcomings of his own generalizations and to modify them accordingly. Rather than learning "facts" as ends in themselves, he will learn what the facts are, how significant they might be, and to what uses they can be put. This program does not suggest that "discovery learning" is necessarily the only route to better teaching. It does, however, pose the question of whether conceptual learning and the use of inquiry techniques offer a more satisfactory educational venture than the traditional "telling" of content.

2. It seeks to provide all students with the values, skills, understandings, and knowledge needed to cope with the pressing social problems of our age. We live in an era of change and challenge, a time when new and complex forces are reshaping our society. Our students must, of necessity, be receptive to change. They must recognize the sources of change and be prepared to deal effectively with issues raised by change. They must also strengthen their commitment to democratic values. Our students should be helped to appreciate not only the worth of the individual but also the importance of basic civil rights, civil liberties, and civic responsibilities.

3. It attempts to incorporate into the curriculum basic concepts drawn from the disciplines of history and the social sciences. The factual data to be derived from the study of history and the social sciences have increased enormously during the past few decades. There is now much more to be learned from each of the disciplines than any one person can possibly learn. Each discipline, nevertheless, offers a set of basic concepts variously known as "key ideas," understandings, or generalizations. These concepts provide a structure around which learning may be organized within each grade and from the prekindergarten through grade twelve. Recent educational research indicates that students can learn significant concepts at the earliest levels of instruction. They may use these concepts, moreover, to organize and apply factual information.

A list of the concepts from history and the social sciences on which this program is based may be found on pages vii through xii.

4. It attempts to develop skills and research techniques sequentially. The social science disciplines provide important tools for analysis and encourage the use of objective, rational methods in the study of contemporary problems. In the new program, the development of fundamental skills parallels the development of concepts. When taught functionally and in a sequential

manner, these skills enable students to relate information to key generalizations. A chart of the basic skills indicating suggested grade placements may be found on pages xiii through xvi.

5. It attempts to provide learning activities that aim at conceptualization through techniques of inquiry and discovery. Understandings are developed as pupils find, analyze, and weigh available evidence - including their own experiences - in the search for truth. In the early grades, the "discovery method" relies largely upon activities in which the child is a participant as well as upon vicarious experiences and illustrative materials such as pictures, books, films, and other media. More challenging materials and methods may be used in the middle and upper grades. Probing discussion questions, careful analysis of primary source materials, case studies of concrete social phenomena, the use of contrasting evidence to underscore man's varied social responses -- these and other strategies are used to obtain pupil interest and to develop understandings. More than the usual emphasis is placed upon inductive techniques of teaching. These techniques may be used with equal advantage in the self-contained classroom, in team teaching, in independently programed study, and with both large and small groups of pupils of varying abilities.

No one method, however, is mandated for this program. Children learn in many different ways. The learning process justifies a variety of techniques or strategies and a wide range of teaching materials.

6. It emphasizes the use of multi-media resources rather than the traditional textbook. The new program requires the use of a variety of materials. Traditional textbooks invite "coverage"; they are geared to expository learning rather than inquiry and discovery. Far more useful are pupil materials which lend themselves to the process of drawing inferences and forming generalizations. These materials require students to find, analyze, and weigh evidence, and to reach conclusions. They secure pupil interest and may be used to develop basic skills and understandings.

Especially useful in the new program are the audiovisual materials of instruction — motion pictures, filmstrips, maps, globes, transparencies, 8 mm. single-concept films, programed instruction, records, tapes, pictures and other nonbook resources.

An effective program in history and the social sciences depends to a very large extent upon the use of multi-media resources. Differences in the backgrounds, abilities, interests, and learning styles of students cannot be served if only a single type of pupil material is presented.

The Basic Concepts from History and the Social Sciences.

As earlier indicated, (page v), the new program focuses on the development of significant concepts drawn from the disciplines of history and the social sciences.

The concepts listed below represent a careful distillation of key understandings which historians and social scientists associate with their respective disciplines. There is, of course, no universal agreement among scholars as to what constitutes the fundamental generalizations offered by their disciplines. The list provided reflects the concepts generally expressed in the most recent literature of the disciplines.

Although some of the concepts may be grasped without difficulty by students, the majority of the concepts require careful, systematic instruction over a long period of time before they can be understood fully. These concepts are not facts to be taught; they are goals to be reached. If students merely learn to repeat the concepts without first laying the groundwork by the study of related content — reading, observing, inquiring, forming and testing hypotheses, reaching intuitive and tentative conclusions — they will acquire only empty verbalisms, to be repeated without comprehension and quickly forgotten. Topics should not, therefore, be introduced by providing students with copies of the concepts.

How should we plan for conceptualization? Each teacher must decide the most effective way of introducing particular themes and related content and of motivating students to approach them with enthusiasm and purpose. As class work proceeds and as students use the materials provided, they should be encouraged to go beyond the initial step of acquiring information. They should be helped to arrive at broad interpretations; to venture intuitive speculations about meanings, implications, consequences; to check hypotheses against available facts; and to recognize the practical need at times for reaching pragmatic decisions without having all the facts. By these efforts, the class will no doubt discover many understandings in addition to those listed. If the concepts are essential to a comprehension of the discipline involved, and if the related content is actually relevant, the concepts indicated for each theme should, at some point during the study of that theme, be arrived at by the class. Of course, the exact phrasing by students will be different from the listing of basic concepts which follows:

History (H)

1. History is a continuous process leading to the present.

   a. Every event, movement, and institution has roots in the past.
   b. Customs, traditions, values, and beliefs are passed from generation to generation.
   c. Man is a product of his past.
   d. An understanding of the past helps man to comprehend the present and search into the future.

2. Historical events have multiple causes and effects.

   a. The causes and consequences of historical events are often numerous and complex.
   b. Historical events may have consequences in times and places other than their own.
   c. Though history never repeats itself exactly, similar causes tend to produce similar results.
   d. Chance and accident influence history and impose limitations on predictability.

3. The present influences our understanding of the past.

   a. Knowledge of the past is based upon artifacts, remains, written records, and oral traditions which have been selected, classified, and interpreted.
   b. The historian uses the information and interpretations of other historians to construct his own explanation of the past.
   c. Historians draw from every field of knowledge to improve their understanding of the past.
   d. Since historians tend to view the past in the light of their own times and culture, the historical record generally reflects the times and culture of the historian.
   e. Each generation must seek to rediscover, verify, and explain the past for itself.

4. Change is a constant in history.

   a. Change is an inevitable condition of life.
   b. Varying attitudes toward change produce conflict.
   c. Among the processes that have been productive of change are the movement of peoples; the transmission of the cultural heritage to succeeding generations; the appearance and diffusion of new ideas, attitudes, beliefs, and values; new inventions and discoveries; alterations in the physical environment.
   d. The tempo of change has varied in different times and places; in the recent past, change has taken place at an accelerated pace.

5. Change does not necessarily imply progress.

   a. Progress involves change toward a desired goal.
   b. The goals of society have varied in different times and places.
   c. Progress occurs as men meet the problems resulting from change with varying degrees of success.
   d. Change at variance with desired goals has also taken place.
   e. Civilizations develop as men successfully meet problems arising from change; civilizations decline and disintegrate as men fail to adapt to new circumstances.

Geography (G)

1. Most of man's activities take place on the surface of the earth; many of his activities take place below the surface of the earth; man is rapidly moving toward activities in outer space.

   a. Man's life is affected by relationships between the earth and the universe.
   b. Where man lives influences the way he lives.
   c. As population density increases, the possibility of conflict and the need for cooperation increase.

2. Earth changes man and man changes earth.

   a. Natural occurrences over which man has no control either improve or destroy life and property.
   b. Man has always used the earth's resources for living.
   c. Man must reexamine his geographic environment in light of his changing attitudes, objectives, and technical skills.
   d. Physical and human changes in one part of the world affect peoples' lives in other parts of the world.

3. Geographic factors have a significant role in the life of a nation.

   a. A nation's use of its geography depends upon its political and economic objectives.
   b. No nation is completely self-sufficient.
   c. Conflicts between nations often arise because of geographic factors.
   d. Intensive exploration of the earth and outer space is increasing international cooperation in scientific ventures.

4. Maps and globes are visual representations of the earth or parts of the earth.

   a. Mapping and map analysis are basic tools of geography.
   b. Scale establishes the relationship between what is seen on a map and the actual size and shape of the area.
   c. Map symbols help us read and interpret maps.
   d. Aerial photography is now essential in mapping the physical features and cultural development of an area.
   e. Distances are measured on the surface of the earth and above and below sea level.

5. Regions are organized on the basis of how people use their geography.

   a. A region is a section of the earth which has distinctive physical or cultural characteristics.
   b. Similar patterns of natural resources and man-made geographic features help to identify cultural areas in various parts of the world.
   c. Relationships between cultural areas tend to expand with increased technological development.
   d. The location of key sites (e.g., cities, military bases, farming regions) is based on their role in meeting the needs of the region or even the world.

Economics (E)

1. Human wants are always greater than the available resources.

   a. Relative scarcity makes it necessary to allocate available productive resources to best satisfy peoples' wants.
   b. Wants are individual and collective.
   c. Wants consist of materials, goods, and services.
   d. The economic wants of society are never satisfied.
   e. The conservation of natural resources is necessary for their future availability.

2. In any society choice determines the goods and services produced.

   a. Society must choose between competing desires in order to establish priorities for what our scarce resources can produce.
   b. Income withheld from consumption provides savings. Savings used to produce more goods become investments.
   c. The decision to produce capital goods rather than consumer goods is made possible by savings and investments.
   d. The more a country allocates for the formation of capital, the more it is able to produce.
   e. When resources are used to produce particular goods, the alternative use to which those resources might have been put is the "opportunity cost."

3. Increased productivity makes possible the greater satisfaction of man's wants.

   a. Producers use human, natural, and capital resources to make goods and services.
   b. Specialization leads to great interdependence in the economy.
   c. Specialization and the division of labor make possible greater efficiency in producing goods and services.
   d. Increased interdependence brings about increased trade.
   e. Real increases in production are largely the result of an increase in the worker's ability to produce.
   f. Capital is a key factor in producing more goods.

4. Societies develop economic systems in order to allocate limited resources.

   a. Decision-making on how to use limited resources is the basis of every economic system; e.g., capitalism, socialism, communism.
   b. Economic systems must provide answers to four questions:
      1) What goods and services shall be produced?
      2) How shall goods and services be produced?
      3) How much shall be produced?
      4) Who shall receive the goods and services produced?
   c. Economic systems vary widely in their theory and practice.

5. Changes in a private enterprise economy result from decisions made by consumers, producers and/or government.

   a. In a private enterprise economy such as ours, changes in prices largely determine the use that will be made of resources. Prices are basically determined by the demand for and supply of goods and services.
   b. Consumers will generally choose to purchase with their limited income those goods and services which give them the greatest satisfaction.
   c. In order to make a profit,businessmen tend to produce those products which consumers desire most. Producers try to keep their costs of production down and their profits up.
   d. Income mainly comes from individual contributions to the production of goods or services.

- e. The level of total spending by consumers and the level of investments by businessmen play key roles in determining recessions or prosperity.
- f. Government policies of taxing, spending, borrowing, and controlling credit and money supply have powerful effects upon recessions or prosperity.
- g. The economy grows mainly as a result of decisions of consumers to spend and to save and of producers to invest. Government policies strongly affect this growth.

Political Science (P.S.)

1. Governments exist to make rules for group living.
   - a. Man develops rules and laws to live together.
   - b. Governments are established to do for the individual what he cannot do for himself.
   - c. Governments make rules to promote the interests of society.
2. Man has developed various forms of government.
   - a. Governments differ in the way power is obtained and exercised.
   - b. The nature and structure of governments change.
3. Democracy is a form of government in which ultimate power resides in the people.
   - a. Democracy has evolved from the struggles and experiences of the past.
   - b. The authority of the democratic state is limited by constitutional guarantees and traditions.
   - c. Democratic governments provide protection for the rights of individuals and minority groups.
   - d. In democracies, individuals and groups try to achieve their objectives by means of the ballot, political parties, pressure groups, and the mass media.
   - e. Democratic governments operate on the principle of majority rule.
   - f. Democratic governments have become increasingly concerned with the problem of providing equal rights and opportunities for all.
   - g. Democratic governments make distinctions between free expression of minority points of view (legal opposition) and subversion.
   - h. Democratic living entails duties and responsibilities as well as rights and privileges.
   - i. Active participation by citizens in the process of government helps insure the continuation of democracy.
   - j. Education is considered necessary for strengthening democracy.
4. Governments have grown more complex in response to changing needs and conditions.
   - a. Responsibility is allocated between national and local units of government.
   - b. National and local units of government are interrelated and interdependent.
   - c. As governments and their functions grow more complex, agencies are created to provide additional services.
5. Nations have established international organizations to resolve conflicting interests.
   - a. Nations establish diplomatic and trade relations with one another.
   - b. Nations tend to resist giving up sovereign power.
   - c. Nations organize with other nations to work together to achieve common aims.

6. All men have inalienable rights. --Civil Liberties (C.L.)

- a. All men are born free and equal in dignity and rights.
- b. All men have the right to freedom of conscience and religion.
- c. All men have the right to freedom of thought, opinion, and expression.
- d. All men have the right to life, liberty, and security of person.
- e. All men are equal before the law without distinctions of any kind.
- f. All men have the right to humane treatment and may not be subjected to cruel, inhuman, or degrading punishment.
- g. All men are entitled to the protection of their property against arbitrary arrest, detention, imprisonment, or exile through due process of law.
- h. All men are entitled to the protection of their property against arbitrary acts of government.
- i. All men have the right to assemble and associate peacefully.
- j. All men have the right to vote by secret ballot in periodic and genuine elections.
- k. All men have the right to an education that will insure maximum development and fulfillment.
- l. All men have the right to work, to free choice of employment, to just and favorable working conditions, and to protection against unemployment.
- m. All men have the right to an adequate standard of living.
- n. All men have the right to participate freely in cultural life.
- o. All men have the right to a nationality, to freedom of movement, and to residence within a country.

Anthropology-Sociology (A-S)

1. Human beings are much more alike than different.

- a. All human beings belong to the same species of animal, Homo sapiens.
- b. All human beings have certain basic needs.
- c. There is no necessary relationship between ethnic differences and distinctive behavioral traits.
- d. No significant differences exist in the innate intelligence and capabilities of human beings from varying racial and ethnic backgrounds.
- e. Members of different racial groups show a considerable overlap in abilities.
- f. Racism results from attributing hereditary superiorities or inferiorities to particular ethnic groups.
- g. Racism produces prejudice and discrimination.

2. Man's present material and cultural level is an outgrowth of the accumulated knowledge and experiences of the past.

- a. Societies draw upon ideas from other cultures.
- b. The pace of technological progress and cultural development has been accelerating at an increasing rate.
- c. Technological backwardness is not characteristic of particular ethnic groups.

3. The culture in which a man lives influences his thoughts, values, and actions.

- a. Societies vary in culture.
- b. No scientific basis has been uncovered for determining the superiority of one culture over another.
- c. The diversity of cultural patterns in the modern world makes cultural coexistence essential.

4. The environment in which a person lives greatly affects his opportunities for personal growth and development.

- a. Historical circumstances, not heredity, determine a people's cultural achievements.

b. Cultural contributions are not the monopoly of any ethnic group.

5. Man lives in groups.

a. The family is the basic unit of human society.
b. Family organization has taken different forms in different societies and at different historical periods.
c. Man organizes many kinds of groups to meet his social needs.
d. Group living requires cooperation within and between groups.

6. Man develops social processes and institutions to insure group survival, provide for order and stability, and adapt to the dynamics of change.

a. To achieve its goals, every society develops its own system of values.
b. Men and civilizations have been motivated by moral and spiritual values and beliefs.
c. Children are taught the values, skills, knowledge, and other requirements for the continuance of society by their parents, peers, the school, and other agencies.

The Development of Skills

Fundamental to conceptual learning in history and the social sciences is the student's ability to utilize maps and globes, to locate and gather information, to solve problems, and to participate effectively in group activities. The development of such skills, as we have seen, is an important objective of this program; instruction in this area, in fact, is designed to parallel the grade-by-grade development of basic concepts.

To assist teachers in planning a sequential program of skill development, specific learning activities are presented in this bulletin which provide opportunities for the use of skills in a functional manner.

The chart that follows, which served as a guide for the skills program in this bulletin, should prove useful to teachers in lesson planning. It indicates major social studies skills and the suggested grade levels at which they should be introduced, developed, and maintained. The grade placements indicated are in consonance with recent findings regarding skills in the teaching-learning process. These placements, however, should be modified to fit the needs, abilities, and prior experiences of individual pupils and classes. Teachers may find it necessary to reteach specific skills at various grade levels.

SKILLS IN THE HISTORY AND SOCIAL SCIENCES PROGRAM

* Grade at which skill is introduced.
--------- Grade at which skill is developed systematically.
- - - - - Grade at which skill is maintained, reenforced, and extended.

	Prekg.	Kg	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grad
SPECIFIC MAP AND GLOBE SKILLS		*---Recognizing various kinds of maps and globes							
	*---Orienting One's Direction								
		*---Learning to Make Map Plans							
		*---Devising Symbols for Maps and Globes							
			*---Learning Names of Cardinal Directions						
			*---Becoming Familiar with Map Symbols						
			*---Interpreting Map Symbols						
			*---Interpreting Maps						
				*---Interpreting Product Maps					
				*---Locating Places on Maps and Globes					
				*---Tracing Routes					
				*---Interpreting Topographic Features					
				*---Interpreting Scale of Miles					
				*---Interpreting Weather Maps					
						*---Using Parallels and Meridians			
						*---Interpreting Road Maps - Town - St			
						*---Interpreting Outer Space Maps			
							*---Converting Degree of		
							*---Converting Degree of		
							*---Reading Polar Project		
TIME AND SPATIAL RELATIONSHIP SKILLS	*---Relating Dates and Locations to Personal Experiences								
		*---Making Use of Calendar							
					*---Developing Critical Thinking About Events and				
							*---Developing and Using		
							*---Placing Related Event		
							*---Developing Numerical		
							*---Recognizing Geographi		
							*---Classifying Similar		
							*---Making Associations		
							*---Establishing a Geogra		

THE HISTORY AND SOCIAL SCIENCES PROGRAM

oduced.
loped systematically.
tained, reenforced, and extended.

3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12

and globes
es
inal Directions
Map Symbols
ls
ing Product Maps
Places on Maps and Globes
outes
ing Topographic Features
ing Scale of Miles
ing Weather Maps
*---Using Parallels and Meridians
*---Interpreting Road Maps - Town - State
*---Interpreting Outer Space Maps
*---Converting Degree of Latitude into Miles
*---Converting Degree of Longitude into Time
*---Reading Polar Projection Maps
ences
---Developing Critical Thinking About Events and Dates
*---Developing and Using Vocabulary of Time Expressions
*---Placing Related Events in Chronological Order
*---Developing Numerical Chronology
*---Recognizing Geographic Facts
*---Classifying Similar Geographic Facts
*---Making Associations of Similar Geographic Facts
*---Establishing a Geographic Region

	Prekg.	Kg	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
SKILLS IN LOCATING AND GATHERING INFORMATION	*---Recognizing Appropriate Pictures								
		*---Locating Appropriate Pictures							
	*---Telling Main Ideas								
	*---Asking Questions								
	*---Selecting Facts and Ideas								
		*---Using Newspapers and Current Magazines							
			*---Recording Main Ideas						
			*---Locating Books Related to Subject						
			*---Interviewing						
			*---Locating Magazines and Periodicals						
			*---Using Title Page						
			*---Using Table of Contents						
				*---Making Inventories					
				*---Developing a Questionnaire					
				*---Making Outlines					
				*---Using Key Words					
					*---Using a Dictionary				
					*---Using an Index				
					*---Using a Glossary				
					*---Using Encyclopedias				
					*---Using an Appendix				
						*---Using a Preface			
						*---Using an Introduction			
						*---Using Picture and Clipping Files			
						*---Using Topical Listings			
						*---Using an Atlas and a World Almanac			
						*---Using a Card Catalog			
							*---Taking Notes		
								*---Using Footn	
								*---Using Cross	
									*
	*---Listening Intently								
SKILLS IN PROBLEM SOLVING AND CRITICAL THINKING (A) Analyzing and evaluating information	*---Identifying Difficulties and Problems								
			*---Interpreting Titles						
			*---Re-reading for Clarification						
				*---Checking With Other Sources					
				*---Differentiating Fact from Opinion					
				*---Determining How to Arrange and Organize Data					
					*---Interpreting Pictures, Graphs, Tables				
						*---Identifying Sources			
						*---Identifying Emotional Words			
							*---Pointing Out False Ide		
							*---Evaluating Speaker's Qu		
							*---Detecting Evidence of		

3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12

es

to Subject

Periodicals

ventories
g a Questionnaire
tlines
Words
---Using a Dictionary
---Using an Index
---Using a Glossary
---Using Encyclopedias
---Using an Appendix
*---Using a Preface
*---Using an Introduction
*---Using Picture and Clipping Files
*---Using Topical Listings
*---Using an Atlas and a World Almanac
*---Using a Card Catalog
*---Taking Notes
*---Using Footnotes
*---Using Cross References
*---Using Reader's Guide

cation
With Other Sources
tiating Fact from Opinion
ing How to Arrange and Organize Data
--Interpreting Pictures, Graphs, Tables
*---Identifying Sources
*---Identifying Emotional Words
*---Pointing Out False Ideas
*---Evaluating Speaker's Qualifications
*---Detecting Evidence of Propaganda

	Prekg.	Kg	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade
(B)Organizing ideas	*---Recounting Experiences								
			*---Placing Ideas in Order						
			*---Following Directions						
			*---Separating Relevant From Unrelated Ideas						
			*---Keeping to the Point						
			*---Selecting Appropriate Titles						
				*---Listing					
				*---Using Technical Terms					
					*---Describing Important People and Events				
					*---Using Outlines				
					*---Grouping Related Ideas				
						*---Distinguishing Main Points			
						*---Placing Events in Sequence			
						*---Defining and Introducing a Topic			
						*---Using Topic Sentences			
(C)Reaching a constructive compromise						*---Checking Meaning of Vocabulary			
						*---Presenting Conflicting Views and St			
						*---Skimming and Summarizing Materials			
							*---Making Bibliographies		
								*---Making Foo	
		*---Seeing Rights as a Majority Rule Principle							
				*---Seeing Cause and Effect Relationships					
	*---Comparing Problems With Previous Experiences								
	*---Recognizing What Inferences May Be Made								
					*---Suggesting Solutions				
						*---Discovering Compromise That Enables Without Destroying Basic Rights and			
SKILLS IN INTERPERSONAL RELATIONS AND GROUP PARTICIPATION	*---Engaging in Fair Play								
	*---Taking Turns								
	*---Following Rules and Laws								
	*---Listening to Reason								
		*---Withholding Judgment Until Facts Are Known							
	*---Observing Actions of Others								
	*---Developing Courteous Behavior								
	*---Learning How to Disagree								
	*---Giving and Accepting Constructive Criticism								
	*---Finding Ways to Include Newcomers								
		*---Introducing People							
	*---Inviting People								
	*---Planning and Contributing Ideas								
	*---Dividing Responsibilities								

de 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12

der-------
s-------
From Unrelated Ideas-------
t-------
te Titles-------
g-------
echnical Terms-------
*---Describing Important People and Events-------
*---Using Outlines-------
*---Grouping Related Ideas-------
*---Distinguishing Main Points-------
*---Placing Events in Sequence-------
*---Defining and Introducing a Topic-------
*---Using Topic Sentences-------
*---Checking Meaning of Vocabulary-------
*---Presenting Conflicting Views and Statements-------
*---Skimming and Summarizing Materials-------
*---Making Bibliographies-------
*---Making Footnotes-------

e Principle-------
Cause and Effect Relationships-------
es-------

*---Suggesting Solutions-------
*---Discovering Compromise That Enables Progress
Without Destroying Basic Rights and Institutions-------

s Are Known-------
m-------

Prekg.	Kg	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
*---Keeping to the Task	------	------	------	------	------	------	------	------
*---Showing Appreciation of Others' Efforts	------	------	------	------	------	------	------	------
*---Making Choices and Decisions	------	------	------	------	------	------	------	------
		*---Handling Interruptions	------	------	------	------	------	------
		*---Suggesting Alternatives	------	------	------	------	------	------
		*---Anticipating Consequences of Group Discussion or Action	------	------	------	------	------	------
			*---Defending a Report	------	------	------	------	------
				*---Suggesting Means of Group Evaluation	------	------	------	------
					*---Following Parliamentary Procedure	------	------	------

Adapted from: The State of Wisconsin Social Studies Program, 1964
Thirty-third Yearbook, National Council for the Social Studies

3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
-----	----------	----------	----------	----------	----------	- - - - -	- - - - -	- - - - -	- - - - -
-----	----------	----------	----------	----------	----------	- - - - -	- - - - -	- - - - -	- - - - -
-----	----------	----------	----------	----------	----------	- - - - -	- - - - -	- - - - -	- - - - -
s----	----------	----------	----------	----------	----------	----------	----------	- - - - -	- - - - -
es---	----------	----------	----------	----------	----------	----------	----------	- - - - -	- - - - -
nces of Group Discussion or Action------				----------	----------	----------	----------	----------	----------
a Report-----		----------	----------	----------	----------	----------	----------	----------	----------
---Suggesting Means of Group Evaluation--				----------	----------	----------	----------	----------	----------
	*---Following Parliamentary Procedure----				----------	----------	----------	----------	----------

Program, 1964
l for the Social Studies

Scope and Sequence, Prekindergarten Through Grade Twelve

Unlike earlier revisions in this curriculum area, the new program in history and the social sciences is predicated upon a carefully articulated scope and sequence for all grades in our school system. A major objective in the development of the program has been the elimination of cycles involving the unnecessary repetition of content at each school level.

The scope and sequence provides for an unusual degree of flexibility in the selection of themes and pertinent case studies. In grade three, for example, each of the first five themes may be developed in terms of comparative case studies of cultures other than those indicated in parentheses. In grades five and six, provisions are made for extending the courses of study in such a way as to meet the special needs and interest of students within a district, school, or class. In both grades, basic learnings from the initial themes are applied on a selective basis to the study of additional themes. In the second semester of grade twelve, the school may offer one or more of a variety of courses.

Unless otherwise indicated, it is expected that all themes listed for a particular grade be developed during the course of the year's work. The order in which themes are presented, however, may be altered to suit special needs and circumstances.

PREKINDERGARTEN: ORIENTATION TO THE WORLD IN WHICH WE LIVE

A. Developing Individuality And Self-Respect
B. Relating To People
C. Participating In Responsibilities And Anticipating Future Rewards
D. Observing How Weather Changes Affect What We Do
E. Realizing That Some People And Places Are Nearby And Some Are Far Away
F. Understanding That Some Days Are Special Days

KINDERGARTEN: THE CHILD IN HIS HOME AND SCHOOL ENVIRONMENT

A. We Live Together In The Classroom
B. We Live Together In The School And Its Environment
C. How The Family Meets Its Needs
D. Some Needs Are Met By People Far Away
E. We Adapt To Change
F. We Observe Special Days Together At Home And In School

GRADE 1: LIVING TOGETHER IN THE COMMUNITY

A. People Live In Groups
B. Many Workers Supply Many Services
C. Government Supplies Services To Meet People's Needs
D. Communities Are Interdependent
E. Changes Occur In The Community
F. Communities Observe Special Days

GRADE 2: HOW PEOPLE LIVE IN CITY COMMUNITIES AROUND THE WORLD

A. How People Live In And Around New York City
B. How People Live In Other Cities In The United States
C. How People Live In Other Cities Of The World
D. Communication Brings People Of the World Closer Together
E. Transportation Brings People Closer Together
F. People Around The World Observe Special Days And Customs

GRADE 3: CULTURES AROUND THE WORLD

(Note: Comparative case studies of selected cultural groups are used in Theme A - E.)

A. How People Live in the Tropical Rainforest
B. How People Live in the Desert
C. How People Live in Grasslands
D. How People Live in Northern Forests
E. How People Live in Mountain Regions
F. How Man Shows His Inventiveness
G. How We Practice Good Citizenship

GRADE 4: AMERICAN PEOPLE AND LEADERS: HOW THE UNITED STATES BEGAN AND GREW

(Biographical Studies of Leaders and Ethnic Contributions)

A. How People Discovered And Explored The Americas
B. How People Settled And Developed Colonies In North America
C. How People Established The United States of America
D. How People Developed Our Nation (to 1900)
E. How People Have Been Leading Us Into The Great Society (since 1900)

GRADE 5: OUR WORLD: GEOGRAPHIC AND ECONOMIC STUDIES

(Note: Grades 5 and 6 comprise a two-year sequence)

A. How The People Of The United States Use Their Geography
B. What The People Of Canada Are Doing With Their Geography
C. How Latin Americans Use Modern Technology
D. How The People Of Europe Are Developing New Economic Relationships In The Light Of Modern Geography
(Select one of the following two themes)
E. How The People Of Asia Are Using Their Geography
F. How The People Of Africa Are Using Their Geography

GRADE 6: OUR WORLD: EARLY CIVILIZATIONS

A. How We Learn About The Past
B. How Modern Man Developed
C. How Western Civilization Developed
(Select two of the following four themes)
D. How Civilization Developed In India
E. How Civilization Developed In China
F. How Civilization Developed In Pre-Columbian America
G. How Civilization Developed In Africa

GRADE 7: AMERICAN HISTORY

A. Why People Moved To The New World (1492-1775)
B. How Permanent Settlements Were Formed In The New World (1607-1775)
C. How The Thirteen Colonies Became One Nation (1660-1789)
D. How America Grew In A Changing Political Climate (1783-1890)
E. How American Democracy Changed In Response To The Needs Of The Twentieth Century (1890 To The Present)

GRADE 8: URBAN GROWTH: CHALLENGES OF A CHANGING SOCIETY

A. Case Study Of The New York Metropolitan Area
B. Urbanization In New York State
C. Urbanization At Home And Abroad
D. Changing Role Of Federalism In Urban America

GRADE 9: WORLD STUDIES: EASTERN CIVILIZATION - REGIONAL STUDIES

(Note: Grades 9 and 10 comprise a two-year sequence in World Studies)

A. Japan
B. Communist China
C. Southeast Asia
D. The Subcontinent of India
E. The Middle East and Moslem Society
F. Sub-Saharan Africa
G. Union of Soviet Socialist Republics: Bridge Between East And West

GRADE 10: WORLD STUDIES: WESTERN CIVILIZATION —HISTORY AND CULTURE

A. The Emergence Of Modern Europe (From The Renaissance To The Rise Of National States)
B. The Industrial Revolution
C. The Growth Of Democracy
D. Nationalism
E. Rise And Decline Of Colonialism
F. Life, Art, Science And Thought In The Nineteenth Century
G. Problems Of War And Peace
H. Live, Art, Science And Thought In The Twentieth Century
I. Current Problems

GRADE 11: AMERICAN STUDIES

A. The Development Of Self-Government In The United States
B. The American People: A Pluralistic Society
C. We Live Together: Social And Cultural Development Of The American Nation
D. Our Nation As A World Power

GRADE 12: FIRST SEMESTER: ECONOMICS

A. An Introduction To Economics And Economic Problems
B. New Methods Of Production Have Led To Improved Living Standards
C. How The Market System Allocates And Distributes Resources
D. How Income Is Distributed In A Market Economy
E. How We Try to Maintain A Growing And Stable Economy
F. Comparative Economic Systems
G. Persistent Economic Problems

GRADE 12: SECOND SEMESTER: ONE OF THE FOLLOWING COURSES

Problems Of Democracy, Modern World Problems, Advanced Placement Courses, Introduction To The Behavioral Sciences, Metropolitan Studies, Modern Geography, African Studies, Asian Studies, Latin American Studies

How To Use This Bulletin

The materials for this grade are arranged in two sections. Section I presents the course of study. It includes a brief introduction, a summary of the course, the course objectives, a list of the major themes, suggested time allocations, and an outline of content. Basic understandings and related concepts from history and the social sciences are indicated for each theme.

Section II contains suggested learning activities and resources. The learning activities are organized around the same themes that appear in Section I and reflect a variety of teaching techniques. Included are samples of instructional materials and specific lesson suggestions. These highlight major concepts and skills that pupils should derive from the learning experience.

Also included in Section II are evaluative suggestions.

Recommendations for Teachers Implementing This Bulletin

1. Read both Sections I and II before planning.
2. Consult the lists of books and audiovisual materials for useful instructional resources.
3. Select and adapt learning activities in accordance with the interests, backgrounds, and abilities of the pupils. (In general, more activities have been provided than most teachers will be able to use within a single year.)
4. Create learning activities for those aspects of a particular theme for which additional activities are desired.
5. Use the evaluative suggestions in Section II to test pupil achievement.

This is a citywide curriculum. Modifications must therefore be made to meet the special needs of districts and schools under the direction of assistant superintendents and principals. Further adaptations will of necessity be made at the classroom level as the teacher plans the daily work for a particular group. These adaptations should, of course, reflect the overall philosophy of the program.

This is also an ongoing curriculum. The curriculum staff will use the feedback sheets attached herein in shaping the definitive courses of study and learning activities. Every effort will be made to develop additional instructional aids as requested by teachers and supervisors.

No curriculum bulletin is ever final. The staff responsible for the preparation of this material looks forward to your continued assistance in the development of a program rooted in sound scholarship; dedicated to the needs of all our children; and reflecting the best judgment and experiences of New York City teachers, supervisors, community leaders, and other groups concerned with educational progress.

COURSE OF STUDY - GRADE 2

HOW PEOPLE LIVE AND WORK IN CITIES AROUND THE WORLD

BACKGROUND FOR TEACHER

The study of urban centers has assumed increasing significance as more and more people are involved. Today, approximately 70% of our population in the United States lives in urban centers and this percentage continues to grow. Transportation and communication - along with a greater interdependence among the cities - doom what once were isolated communities. As a result, many cities spread to form metropolitan areas. Some metropolitan areas merge to become a "megalopolis". This continual growth and spread of cities creates a loss of identify for individual cities.

Emphasis is placed on an inquiry and discovery approach which will enable children to explore, analyze, and react to the city as they see it. A multi-media approach can help children build sets of realistic experiences about city life. This approach would involve the use of trips, maps and globes, books, pictures, films, and people. Children's images and understandings of "cityness" will develop as they explore the dynamics of the city, its problems, and possible solutions.

SUMMARY OF COURSE

The themes for Grade 2 deepen and strengthen children's understanding of the larger city community as comprising the many smaller communities studied in Grade 1. Cities here and in other parts of the world are considered with reference to New York City which is itself emphasized through a case study approach. The proximity and importance of these urban areas to people in New York City is made manifest through a study of how means of communication and transportation have contributed to a "shrinking world." To accomplish this, the course of study has been organized into six major themes: Living and Working in New York City and Suburbs, Living and Working in Other Cities of the United States, Living and Working in Cities in Other Parts of the World, How the People of the World are Brought Closer Together Through Communication, How the People of the World are Brought Closer Together Through Transportation, and People Around the World Observe Special Days and Customs.

Factors that influence the development and growth of these cities are stressed - geographic, economic, historical and sociological. Children will be made aware of the complexities of life in other cities. Similarities and differences will be pointed up.

Relationships between suburban and urban life and development are highlighted.

The government's role - city, state and federal - is touched upon through stressing how government agencies help people fulfill their needs.

American heritage is taught in relation to historical holidays, historical places of interest in the city, and the pluralistic nature of our society. A study of the early Indians and the settlement of New Amsterdam, by a variety of people, serve to instill a pride in the cultural heritage of our city.

Included in the themes on communication and transportation are references to their development over the years and illustrations of the various means used. Attention is focused on the importance of both media in bringing people closer together.

OBJECTIVES

1. To help children gain some insight into the way people live in urban communities, with emphasis on their own and a few other urban areas.

2. To make children aware of the interdependence of people, regardless of ethnic, social or religious background, in their own community and among other communities.

3. To gain an understanding of the way governments function to provide services for people.

4. To appreciate that change is a necessary concomitant of the development of a community.

5. To note similarities and respect differences among people.

6. To acquaint children with some geographic influences that affect man's activities and show how, to some extent, man can control his geographic environment or adjust to it.

7. To make children aware of the role of transportation and communication in bringing the world's people closer together.

8. To acquire skill in interpreting problems in the social studies through the use of tools of the social scientist.

9. To lay the groundwork for good local, national and world citizenship.

10. To teach and put into practice the ideals of freedom and civil liberties as part of our American heritage.

SCOPE AND SUGGESTED TIME ALLOTMENTS

Theme	Title	No. of Weeks
A	Living and Working in New York City and Suburbs	16
B	Living and Working in Other Cities in the United States	7
C	Living and Working in Cities in Other Parts of the World	7
D	How People of the World Are Brought Closer Together Through Communication	4
E	How People of the World Are Brought Closer Together Through Transportation	4
		38
F	People Around the World Observe Special Days and Customs	on-going

(NOTE: In the content outlines, the sub-topics suggested need not follow the sequence given, nor should equal time allotments be given to each of them. The teacher will plan as many or as few topics for study as the particular class and student's interests demand.)

THEME A - LIVING AND WORKING IN NEW YORK CITY AND SUBURBS

CONTENT OUTLINE

1. Places of Interest in New York City

    a. Why millions of visitors come here
    People come to see and visit skyscrapers, historic landmarks, museums, zoos, botanical gardens, subways, theaters, concert halls, opera house, department stores, businesses, etc.

    b. What they do when they come
    Some people live at hotels and motels, others with relatives and friends.
    People attend sports events, plays, operas, concerts, restaurants, and business meetings.
    Some people travel around the city to see how people live in some of New York's interesting communities.

2. Living in New York City

    a. People live in different kinds of housing
    Small and large apartment houses, housing projects, one- and two-family houses, slums, luxury apartments

    b. There are many kinds of communities
    Residential, industrial, and commercial; neighborhoods with people of similar ethnic and/or religious backgrounds; neighborhoods with people of varied backgrounds, each containing churches, synagogues and stores reflecting specialized needs.

    c. New Yorkers have many services (public and private)
    Water, food, transportation, electricity and gas, schools, housing, hospitals.

    d. New Yorkers enjoy themselves
    Parks, playgrounds, museums, theaters, beaches, stadiums.

    e. New Yorkers have problems to solve - pollution, transportation, housing, job opportunities.

3. Why There Are So Many People in New York

    a. Many people with different backgrounds lived in early New York
    Indians, Dutch, English, free and enslaved Negroes, Jews, French, Germans, Swedes, Swiss and others.

    b. People from other countries and other places in the United States come to live here.
    Where they came from, why the still come, and where and how they live - e.g., Afro-Americans, Cubans, Jews, Puerto Ricans.

    c. People work here
    To provide the goods and services of the main industries and businesses of the city, to provide services to the people through the government, to work for organizations that help people, to work at jobs that cater to visitors

    d. People come to visit
    Shopping, recreation, culture, education, business

4. Why People Still Come to New York City to Live

   a. People want to enjoy the opportunities of big-city living
      Jobs, cultural activities, education, greater civil liberties.

5. Working in New York City

   a. Some people help to produce and distribute manufactured goods
      Clothing, books, foods, machinery, plastic products, etc.

   b. Some work at commercial jobs
      Salesmen, saleswomen, managers, secretaries, clerks, accountants, bankers .

   c. Some people work in transportation.
      Those working with ships - seamen, longshoremen, dispatchers, tugboat operators, etc.
      Those working with subways and trains - motormen, engineers, traffic control operators, dispatchers, change makers, etc.
      Those working with trucks - drivers, helpers, dispatchers, repairmen, etc.
      Those working with airplanes - pilots, engineers, radio control operators, weathermen, loaders, dispatchers, maintenance and repair workers, stewardesses, etc.

   d. Some people work in the building trades
      Carpenters, electricians, plumbers, bricklayers.

   e. Some people help to provide city services
      School workers, health and hospital workers, street and highway repairmen, park attendants, police, firemen, water and sanitation workers, etc.

   f. Some work in communications.
      Newspapermen, photographers, magazine writers, editors, TV and radio writers and reporters, announcers and engineers in TV and radio stations, telephone operators and technicians, advertising people, and public relations people

   g. Some people work in the professions.
      Doctors, lawyers, dentists, clergymen, accountants, teachers, social workers

   h. Some people do not work for a salary
      Volunteers of all types, housewives, retired people, people out of jobs, people receiving social services

6. How Geography Influenced the Settlement and Growth of the City

   a. Location on a seaport

   b. There is a harbor which is a gateway to the West by inland waterways.

   c. The city has transportation terminals for raw materials and manufactured goods.

   d. The climate is conducive to year-round working and shipping.

7. How New Yorkers Are Governed - Leaders and Laws

   a. Many people help govern the city
      City Government (Information for teacher background)
      Mayor, elected by all voters; 4-year term, City Hall office, Gracie Mansion residence. (Incumbent? Party affiliation? How many people does he serve?)

City Council, 27 elected by districts, plus 10 councilmen-at-large (2 from each borough), elected by all voters. All serve four year terms.

Council President, elected by all voters. (Incumbent?) Heads Council which passes all city laws and holds hearings for citizen groups. Serves four year term.

Comptroller, elected by all voters; 4-year term (Incumbent?) Handles all money matters

(When the mayor is not in the city, the City Council president or the comptroller - in that order - replaces him.)

Borough Presidents, elected by borough voters, 4-year terms. (Incumbent in your borough?)

Board of Estimate, includes mayor, comptroller, city council president, five borough presidents. Helps make city plans and carry them out.

b. Problems of a changing city are evident.
  - Different rates of growth for each borough.
  - Former residents of central areas move to outskirts.
  - Old buildings needing improvements or replacement encourage slums.
  - Often insufficient funds to pay for needed housing, roads, schools, etc. (Sources of funds for city needs?)
  - Large population creates a need for more services: subways, buses, roads, food, electricity, water, housing, hospitals.
  - Changing conditions create new problems such as air traffic, commuter traffic, air and water pollution.

8. How New York City Grew Up and Out; New York and the Metropolitan Area

a. Each borough started at a hub and moved outward.
  - Why families move away, why some families remain, why some families return, why new families move in

b. Transportation, schools, government, protection, water, and sanitation are extending to the outskirts.

c. There are advantages and disadvantages of living in the suburbs of New York City.
  - The suburb is close enough to the city to work there, but outside of its political jurisdiction.
  - Shopping centers are less crowed but usually require transportation by car.
  - The suburbs depend upon the big city and the city on the suburbs.
  - Suburbs tend to grow into new cities.
  - More open spaces.
  - Hobbies, such as gardening may be pursued.

d. New York City helps people who live in the suburbs
  - Job opportunities, highways, restaurants, cultural facilities, center of business and international trade

e. Suburbanites help New York City
  - Provide people to fill jobs
  - Provide capital for stores and factories that make jobs
  - Provide income from fares, tolls, taxes, the things they buy, the food they eat, the places of entertainment they visit

Understandings	Concepts
1. The many attractions of the largest city in the nation bring great numbers of visitors daily.	1. All men have the right of freedom of movement and to residence within this country. (P.S. and C.L.)
2. There are similarities and differences in the ways New Yorkers live.	2. Human beings are much more alike than different. (A-S) All men have a right to an adequate standard of living. (P.S.) Man organizes many kinds of groups to meet his needs. (A-S) Customs, traditions, values, and beliefs are passed on from generation to generation. (H)
3. People have come to New York from many parts of the world.	3. Democracy has evolved from the struggles and experiences of the past. (P.S.) Democratic living entails duties and responsibilities as well as rights and privileges. (P.S.)
4. Many people come to New York City to look for a better life, better jobs, better homes and better schools.	4. The environment in which a person lives greatly affects his opportunities for personal growth and development. (A-S) All men have the right to life, liberty and security of persons. (P.S)
5. Many people who come to work in New York City from other places bring new ways of doing things.	5. Society draws upon ideas from other cultures. (A-S)
6. Each person in a large community is unable to do everything for himself and his family.	6. Specialization and the division of labor make possible greater efficiency in producing goods and services. (E)
7. New York City has a fine location for trade.	7. Geographic factors have a significant role in the life of a nation. (G) The location of key sites (cities) is based on their role in meeting the needs of the region or even the world. (G) Increased interdependence brings about increased trade. (E)

8.	New Yorkers vote for the leaders of their city government.	8.	Man has developed various forms of government. (P.S.) Democracy is a form of government in which ultimate power resides in the people. (P.S.)
9.	Population growth and technology change the requirements of living in a big city.	9.	Among the processes that have been productive of change are the movement of people, new inventions and discoveries, alterations of the physical environment. (H) Change is an inevitable condition of life. (H) Varying attitudes towards change produce conflict. (H)
10.	Where available lands get used up, the city spreads out into the suburbs or builds taller buildings.	10.	Where man lives influences the way he lives. (G)

THEME B - LIVING AND WORKING IN OTHER CITIES OF THE U. S. A.

A. Washington, D.C.

1. Location, Design, and Government.

   a. It is located on the Potomac River which leads directly into the Atlantic Ocean.
   b. It is the capital of the United States.
   c. It was designed especially to serve as the capital by a Frenchman, Major Pierre L'Enfant, who volunteered to serve in the American Revolutionary forces under General Washington. He had been trained as an engineer and architect in Paris.
   d. One of Major L'Enfant's assistants was Benjamin Banneker, a free Afro-American, mathematician, surveyor and inventor who was born about ten miles from Baltimore, Maryland. He was appointed to help lay out the city by President Washington.
   e. Broad avenues and parks were especially designed to give the government buildings a fine setting.
   f. Main streets are designed like the spokes of a wheel leading to homes on the outer edges of the city.
   g. The first mayor, Walter E. Washington, (an Afro-American) was appointed by President Johnson in 1967. Since 1874 the city had been governed by a three man District of Columbia Board of Commissioners.
   h. Congressional subcommittees review city policies, but residents want more home rule.

2. Characteristics that Are Different from New York City.

   a. It is the nation's capital.
   b. The city is not part of any state, but is the Federal District.
   c. It is the site for federal government agencies.
   d. It is the site of the White House, home of the President of the United States.

   - e. The Capitol Building is the place where Congress meets. Other buildings house government agencies, such as the Federal Bureau of Investigation.
   - f. It is the site of embassies and consulates of many nations.

3. Characteristics that Are Similar to those of New York City.

   - a. Rapid growth of population in a short time.
   - b. Old houses and buildings need to be replaced; urban redevelopment under way.
   - c. Has office buildings, stores, shopping centers, bus systems, hotels.
   - d. Cultural facilities include museums, zoos, theaters, concert halls, parks.
   - e. Urban spread in metropolitan area creates problems for many communities, e.g., traffic and transportation systems are overcrowded.

4. Places of Interest in the Washington D.C. Metropolitan Area

   White House
   Capitol
   Lincoln Memorial
   Grave of President Kennedy (Va.)
   Home of George Washington (Va.)
   Cherry Blossom Festival (early spring)
   Washington Monument
   Smithsonian Institute
   Potomac River

B. San Juan, Puerto Rico

1. Location and Government

   - a. San Juan is the capital and main seaport.
   - b. Puerto Rico is the smallest and most easterly of the Greater Antilles, a group of four islands in the West Indies. The Atlantic Ocean is on the north and the Caribbean Sea is on the south.
   - c. Puerto Rico is a commonwealth of the United States and all Puerto Ricans are citizens of the United States.
   - d. Puerto Ricans do not pay federal taxes since they are not represented in the U.S. Congress. They do, however, elect their own mayors, governor, and members of their legislature.

2. Characteristics that Are Different from New York City and Washington, D. C.

   - a. The main language is Spanish, but the second language is English. English is taught in all of the schools.
   - b. It is a city of perpetual summer.
   - c. It is a mixture of the old - Old San Juan, ancient walls, Spanish forts, and Casa Blanca, the house of the family of Ponce de Leon - and the new - stores, banks, hotels, wide roads.
   - d. The main industry of Puerto Rico is agriculture.
   - e. Americans from the mainland have many investments in hotels, businesses, etc.

3. Characteristics that Are Similar to Those of New York City and/or Washington, D.C.

   - a. The old city of San Juan, on a tiny island off the coast of Puerto Rico began much as New Amsterdam did on the island of Manhattan.
   - b. The city expanded and outgrew its tiny island to take in what once were separate towns on the other side of the water, similar to how New York City grew to take in other boroughs.

c. Big housing projects are taking the place of slums; some of them include libraries, community centers, health centers and nurseries for working mothers.
d. San Juan has large factories making clothing and shoes.
e. Many workers are found in facilities catering to tourists.

4. Relationship to New York City

a. People from Puerto Rico live and work in New York City.
b. More people of Puerto Rican background live in New York City than in San Juan.
c. Visitors fly back and forth.
d. Many workers in New York City's garment industry come from Puerto Rico.
e. Well-known Puerto Ricans
    Frank Torres, Carlos Rios - New York State Assembly
    Herman Badillo - Borough President of the Bronx
    Orlando Cepeda - ball player
    Olga San Juan - dancer

5. Places of Interest in the San Juan Metropolitan Area

Old San Juan with El Morro Castle
University of Puerto Rico
Beachfront luxury hotels

C. San Francisco, California

1. Location and Government

a. It is located on the west coast of the United States.
b. It is built on the tip of a peninsula.
c. It has an elected mayor.

2. Characteristics that Are Different from New York City and Other Large Cities

a. It was built by Spanish missionaries and developed when gold was discovered nearby.
b. It connects mainland United States by ship with Alaska, Hawaii, Asia, Japan, and other places in the Pacific.

3. Characteristics that Are Similar to New York City and Other Large Cities

a. It has a variety of buildings; tall office buildings, shops, apartment houses, and small houses.
b. It has many kinds of communities with Americans from from every state; Japanese-Americans, Chinese-Americans, Mexican-Americans, and descendants of Spanish settlers.
c. It has a rapid growth in population because of cultural opportunities, educational opportunities, and access to shipping.
d. Industry is "light", consisting of printing, publishing, food processing, communication, and shipping.
e. The city has a large commuting population, which comes in to work and also for the cultural and recreational facilities of the city.
f. It has heavy industry scattered around the outskirts - airplane plants, missile factories, automobile assembly plants, and shipyards.

4. Places of Interest in the San Francisco Metropolitan Area

Cable cars
Fisherman's Wharf
Golden Gate Bridge
Mission Dolores

Chinatown, largest in the United States
Japanese Tea Garden in Golden Gate Park
University of California at Berkeley
Telegraph Hill
Muir Woods

D. Denver, Colorado

1. Location and Government

   a. Denver is the state capital.
   b. It is an inland city, located on the high plains at the foot of the Rocky Mountains - "The Mile High City."
   c. The skyline around the city is snow-capped mountains.
   d. It is the transportation and livestock center for the region.

2. Characteristics that Are Different from New York City and Other Large Cities

   a. It was settled by pioneers on their way to the West Coast who decided to stay rather than try to cross the Rockies. Other settlers were lured by the prospect of gold.
   b. It is surrounded by cattle ranches and sheep ranches.
   c. It is an inland city with no ship terminals.
   d. It is a transportation center for both the western Great Plains and the Rockies.

3. Characteristics that Are Similar to New York City and Other Large Cities

   a. Denver has many tall buildings and factories (mining and farm equipment), meat packing plants, several colleges.
   b. It has the problems of population growth - housing, traffic, schools.
   c. It has many government workers - site of a space center, the United States mint.
   d. It has large terminals for buses, trucks, trains, and airplanes.

4. Places of Interest in the Denver Metropolitan Area

   Space Center where the Titan moon-rocket is being developed
   Mountains ("mountain air") and pleasant climate
   Red Rocks amphitheater
   United States mint

Understandings	Concepts
1. Cities grow up in certain places because there may be good harbors, raw materials, manufacturing, terminals for railroads or airlines.	1. The location of key sites is based on their role in meeting the needs of the nation and even of the world. (G)
2. Washington was planned, with the aid of a foreign city planner, to fulfill a special purpose - in this case to serve as the seat of the national government.	2. Societies draw upon ideas from other cultures. (A-S) A nation's use of its geography depends upon its political and economic objectives. (G)

3. Metropolitan areas have common problems: transportation, recreation, air and water pollution, water supply, schools, and colleges, and enough money to pay for all need.	3. People in cities have problems that are very much alike. (A-S)
4. Each city has its own special features, depending on its history and geography.	4. How people live today is influenced by what happened long ago. (H) Maps and globes are visual representations of the earth or parts of the earth. (G)
5. People from many nations have settled in the cities, especially in seaport cities.	5. No significant differences exist in the innate intelligence and capabilities of human beings from varying ethnic and racial backgrounds. (A-S)

THEME C - LIVING AND WORKING IN OTHER CITIES OF THE WORLD

A. Lagos, Nigeria

1. Location and Government
   - a. Lagos, the capital of Africa's most populous country, is primarily an island bounded by the Atlantic Ocean and lagoons. Beyond the lagoons, the city spills on to the mainland for several miles.
   - b. It is a federal territory, similar to Washington, D.C.
   - c. It is the principal port and main commercial and industrial center.
2. Characteristics that Are Different from New York City and Other Large Cities
   - a. People from a variety of tribal origins live in Lagos. Intertribal tensions and the great variety of languages cause conflict in the country.
     Family and tribal ties are important.
   - b. The earliest inhabitants were the Yorubas, with their own language. Inhabitants now come from every tribe in Nigeria, plus, Syrians, Europeans, Orientals, and Indians.
   - c. English is the official language, but many languages and tribal dialects are spoken including Yoruba, Ibo, Arabic, and Hausa.
   - d. Classes are conducted in Yoruba or Ibo, with English starting in the first year.
   - e. Yearly festivals bring together artists from all provinces to share their work.
   - f. The main exports are palm oil, cocoa, and peanuts.
   - g. The Peace Corps and other Americans work in Nigeria.
   - h. The United States government has provided financial aid to help develop natural resources and industries.
3. Characteristics that Are Similar to Those of Other Cities
   - a. It has undergone a rapid growth of population.
   - b. Many old buildings are being replaced through urban redevelopment, including office buildings, factories and houses.

c. Lagos has many industries - including cabinet making, printing, weaving, soap production and other light industries.

d. Transportation from the suburbs is mainly by bicycle, but there are buses, cars, taxis, and "Mammy" wagons.

e. It is a center of air and sea transportation linking the country to the rest of the world.

f. Modern hotels cater to tourists.

4. Places of Interest in the Lagos Metropolitan Area

Palm-fringed sandy beaches
Gallery Labac

Felix Idubor Gallery

Highlife music
National Museum of Nigerian Antiquities
"Mammy" wagons

B. Amsterdam, Holland

1. Location and Government

a. A great part of Amsterdam is below sea level. The people had to build strong dikes to hold back the sea.

b. Amsterdam is the capital (one of them) of The Netherlands (Holland).

c. It has a Royal Palace where the Queen and her family often stay.

d. Amsterdam has a mayor who is chosen by the Queen. The people choose the members of the city council.

2. Characteristics that Are Different from New York City and Other Large Cities

a. There are not too many tall buildings since the soil is too soft.
Buildings rest on posts driven into the ground. Homes are mostly brick; many have stepped roofs. Some families live in barges on the canals.

b. There are many canals with about 400 bridges over them. Barges are low enough to go under the bridges. Amsterdam has a very large and busy airport.

c. Many families do not have refrigerators so they buy just enough food for the day. In outlying areas, food supplies are delivered to the houses by men on bicycles, or carts.

d. Some industries carried on in Amsterdam that are different from ours are diamond cutting and the raising of flower bulbs. They are also famous for their cheese and chocolates.

3. Characteristics that Are Similar to Those of New York City and Other Large Cities

a. It is an important center for business and sea trade.

b. There are business and shopping areas with modern buildings.

c. Travel is much like ours - trains, buses but no subways. They have street cars with mailboxes on the back of them. Bicycles are used by old and young to get to and from work and school.

d. Most schools are similar to ours. However, some are open-air schools. Children who live on barges do their school work as the families travel. When they stop at a town or city, they go to school to have their work checked.

4. Places of Interest in the Amsterdam Metropolitan Area.

Canals and bridges
Windmills
Tulip fields
Old buildings
Royal Places
Art Museums

Understandings	Concepts
1. Some cities develop because of a harbor.	1. Geographic factors have a significant role in the life of a nation. (G)
2. There are still traces of early Dutch settlement of New York City.	2. Man is a product of his past. (H)
3. Man can alter nature to make possible improved living.	3. Physical and human changes in one part of the world affect people's lives in other parts of thw world. (G)
4. Cities everywhere have similar needs and problems.	4. Human beings are much more alike than different. (A-S)
5. Most cities of the world are interdependent.	5. Increased interdependence brings about increased trade. (E)
6. Lagos, Nigeria, like most cities of the world, is growing up and out.	6. Group living requires cooperation within and between groups. (A-S).

THEME D - HOW PEOPLE OF THE WORLD ARE BROUGHT CLOSER THROUGH COMMUNICATION

1. We Communicate With One Another in Several Ways

   a. Speaking, writing, dramatizing, gesturing
   b. Signals by sight - flags, coded colors, lights, smoke signals, hand signals
   c. Signals by sound - bells, whistles, horns, Morse code (tapping)

2. Communicating by Oral Language

   a. Sounds, as by animals, infants
   b. People all over the world speak many languages.
   c. Languages spread and influence other languages as people move through new places - e.g., influence of Spanish in New York City.
   d. The telephone is an important means of oral communication for individuals and business.
   e. Telecommunications (telegraph, coded data) send messages in code or by sound.
   f. Radio and television are media for transmitting sound over distances.

3. Communication by Written Language

   a. A means of preserving knowledge and communicating what has happened in the past.
   b. Picture language, like that of American Indians
   c. Writing materials, from clay, bark and papyrus to paper

   d. Sending messages by courier or mail (runners used by Incas)
   e. Printing from seals and block printing to linotype
   f. Need for people to know how to read and write.

4. Special Ways of Communicating
   a. Calendar, clock, thermometer
   b. Ruler, scale of weight
   c. Flags, Braille writing
   d. Coded language

5. Speedy Communication - inventions and inventors
   a. Telegraph, telephone, printing press
   b. Radio, television, microwave over land, satellites
   c. Typewriter, photocopy, walkie-talkie, two-way radio
   d. Morse and his code, Bell, Edison's inventions, "hotline"
   e. Communication satellites, the long-distance system of the future - Telstar, Syncom, Early Bird
   f. Other communication devices of the future - picture-phones, home television cameras, microcircuitry (miniature transistors), vocal computers (computers that talk)

6. New York City is a Great Center of Communication
   a. Many languages are spoken in New York City - e.g. Spanish, Chinese, Yiddish, etc.
   b. Many foreign words have become part of our language - e.g. fume, mishmash, pizza.
   c. Many foreign language and minority group newspapers are printed here - e.g., Amsterdam News, El Diario.
   d. Many people work in jobs that help us send and receive messages, get information about happenings in the world and learn about happenings in the past.

Understandings	Concepts
1. People use many ways to communicate with one another.	1. Group living requires co-operation between and within groups. (A-S)
2. All over the world people have used language to talk to one another.	2. Cultural contributions are not the monopoly of any ethnic groups. (A-S)
3. Man has found evidences of reading and writing all through the ages.	3. Knowledge of the past is based on artifacts, remains, written records and oral traditions which have been selected, classified and interpreted. (H)
4. Communicating is easier now, because we know how to read and write.	4. Change is a constant in history - the transmission of the cultural heritage to succeeding generations is one process by which this is achieved. (H)
5. People who know how to read and write can learn more easily how to help make their cities better places to live.	5. Education is considered necessary for strengthening democracy. (P.S.)
6. People can communicate more easily because they have decided on uniform standards and measures.	6. Rules are needed for group living. (P.S.)

7. Man has benefited from what people before him have learned, and is moving forward to newer and faster ways of communicating.	7. New inventions and discoveries are among the processes that have been productive of change. (H)
8. The great variety of languages spoken in New York City helps make it the world's largest communications center with jobs for many ethnic groups.	8. The environment in which a person lives greatly affects his opportunities for personal growth and development. (A-S)

THEME E - HOW PEOPLE OF THE WORLD ARE BROUGHT CLOSER THROUGH TRANSPORTATION

1. Why We Need Transportation

   a. We need to travel to go to work or to school.
   b. We need to travel for fun and recreation.
   c. We need to travel in order to learn firsthand.
   d. We need transportation to send goods to other places.
   e. We need transportation to get goods from other places.

2. How We Travel and Transport Goods

   a. There are many ways to travel on land.
   b. There are many ways to travel on water
   c. There are many ways to travel in the air.
   d. We choose the way to travel according to the distance, the speed and the cost.

3. Some Ways in Which We Travel and Send Goods Today Are Very Different From the Way We Did These Things in the Past

   a. Our grandparents and great-grandparents used some of the same ways of travel that we do.
   b. Some ways of travel today were not known to our grandparents and great-grandparents when they were children.
   c. In the early days of our city, travel was very different from travel today.
   d. In very early history, people had very few ways to travel and send goods.
   e. People in some other lands still use ways of travel used here in olden times.

4. Science and Invention Help Us Travel and Send Goods Farther, Faster and More Cheaply than Ever Before

   a. The discovery of the wheel by early man was the most important event in the history of travel.
   b. Since then many kinds of wheels have been used for different purposes.
   c. Many ways to provide power for transportation have been discovered.
   d. Air conditioning and refrigeration have helped greatly in travel and the shipment of goods.
   e. Improvements in transportation are made every day.

5. Transportation Has Helped to Make New York a Great City

   a. The early explorers stopped here because of the good harbor.

b. The Dutch settled here because they could travel and ship goods easily.
c. The harbor was important to the growth of New York City.
d. Today there are many ways of travel to and within the city by land, water and air.
e. Our city, state and federal governments have made rules to insure the safety of travelers.
f. New York City has many transportation problems to be solved.

6. Modern Transportation Makes the World Seem Smaller

a. Because of modern transportation, all people of the world are neighbors.
b. For comparison:
    It took Magellan 3 years to go around the world by boat.
    It would take about a day and a quarter to go around the world by jet plane today.
    The astronauts can go around the world in an hour and a half.
c. We get foods and other goods from all over the world.

7. Many People Are Employed in Transportation Jobs

a. We depend on many workers to help us travel quickly and safely.
b. Part of the money we pay for fares helps pay the wages of these workers.
c. Many workers help transport goods and food to and from other places.

Understandings	Concepts
1. There are many ways to send things and to travel from one place to another.	1. Consumers will generally choose within their limited income those goods and services which give them the greatest satisfaction. (E)
2. Some ways of travel and transport have not changed much, and some ways differ greatly from the past.	2. The tempo of change has varied in different times and places; in the recent past change has taken place at an accelerated pace. (H)
3. People are always searching for more comfortable ways to travel and more efficient ways to ship things.	e. The pace of technological progress and cultural development has been accelerating. (A-S)
4. The reason the Dutch selected the site for New Amsterdam is the reason New York has become a great city.	4. The location of key sites (cities) is based on their role in meeting the needs of the people. (G)
5. It is much easier now to travel and to send things all over the world today than it has ever been.	5. Increased interdependence brings about increased trade. (E)

THEME F - PEOPLE AROUND THE WORLD OBSERVE SPECIAL HOLIDAYS AND CUSTOMS

A. Holidays at Home

1. Celebrating festivals and holidays helps tell the story of our country.

    a. The story of George Washington, why he is called the father of our country, why his birthday is celebrated
    b. The story of Abraham Lincoln, preserving the Union
    c. Other holidays such as Columbus Day, Veteran's Day, Thanksgiving Day, Puerto Rican Discovery Day, Memorial Day, Independence Day, Flag Day, Arbor Day

2. The story of the development of the flag is important in our history

    a. The stars, bars and colors have special significance.
    b. Rules governing respect for the flag and the care of it

3. Some of our holidays spell out the variety of our beginnings Halloween, St. Valentine's Day, St. Patrick's Day, Von Steuben Day, Hannukah, American Indian Day

4. The Pledge of Allegiance to the Flag is a daily affirmation of faith in our country and our love for it.

5. Part of the daily routine - even outside of holidays - is to practice the rules of democratic living.

6. Fiesta time in San Juan

    a. Patron saint is San Juan Bautista (St. John the Baptist).
    b. Midnight of June 23, after several days of celebration, mayor of San Juan leads thousands to the beach where they plunge into the warm water at the stroke of midnight.
    c. Christmas merrymaking (Three Kings' Day) - a box of grass is placed under the children's bed to feed the wise men's camels. There is carolling in the streets.
    d. Most celebrations are a mixture of Spanish and American customs.

B. Holidays in Lagos, Nigeria

1. Since many of the people are Mohammedan, those are the holidays celebrated.

2. Christians who live there celebrate the Christian holidays, generally as they are celebrated here or in Europe.

3. One of the most colorful of the Mohammedan holidays is the Candy Festival.

    a. Holiday comes after Ramadan - a month of fasting during daylight, and eating only after dark. (Small children are exempt.)
    b. Holiday consists of giving gifts of candy wrapped in colorful handkerchiefs and scarves. Much is made of the wrappings.
    c. Festivities last for three days, and everyone eats his fill of candy, especially the children.

4. Nigeria was granted its full independence from England in 1960, and celebrates its Independence Day on October 1. Parades, fireworks, and speeches dominate.

5. Since Lagos has Christian as well as Mohammedans as residents, schoolchildren are very lucky and get school holidays on the main Christian and Mohammedan holidays.

C. Holidays in Amsterdam, Holland

1. New Year's Day is primarily a children's holiday.
    - a. Children make "rumble pots" by stretching leather over large cooking pots, and make noise by beating the leather with a stick, much as a drum is beaten.
    - b. On this day they may make as much noise as they wish.
    - c. They go from house to house with their "rumble pots" and bells and wish everyone a Happy New Year.
    - d. They get spiced pastry in most of the houses and a drink called "slemp" which is milk with sugar and sweet spices. Sometimes the householders give them small gifts of money.

2. Ascension Day, the 40th day after Easter, often called Holy Thursday, is marked by what is known as "dew treading."
    - a. Whole families go out into the country or to the parks in the early morning before the dew has dried.
    - b. They walk in the fields or on the grass in their bare feet.
    - c. If they are lucky enough to go to the country, they pick wild flowers with the dew still on the petals. In the city parks they walk in the wet grass in their bare feet singing hymns.
    - d. A special type of bread is baked for this day in large loaves and filled with raisins. These loaves - often weighing 25 pounds - are given to hospitals and homed for the aged. In return, the families baking the bread, get bottles of wine.

Understandings	Concepts
1. Americans, like other people, celebrate their history with special holidays and festivals.	1. Customs, traditions, values and beliefs are passed on from generation to generation. (H)
2. Good citizens give to others the right to celebrate their own holidays.	2. All men have the right to assemble and associate peacefully. (C-L)
3. All people have specific customs for holidays and celebrations.	3. All human beings are more alike than different. (A-S)
4. Holidays and festivals bring family and friends together.	4. Man lives in groups. (A-S)
5. Customs which might seem strange to one group are part of everyday living among other groups.	5. All men have the right to participate freely in cultural life. (C-L)

THE SKILLS PROGRAM FOR GRADE 2

(See "Skills in the History and Social Sciences Program," pp. X-XIII)

A. Locating information

1. Skills to be introduced

Learning to develop an inventory of materials
Learning to develop a questionnaire to elicit pertinent facts
Learning to make an outline
Learning to utilize key words

2. Skills to be developed systematically

- Working with books to find information
  - Choosing a book appropriate to the subject
  - Distinguishing between storybooks and factual books
- Learning how to find material in the library
- Learning to use title page and table of contents
- Using newspapers, magazines and periodicals to get current facts and background
- Learning to interview for information
- Learning to select ideas pertinent to topic, and to have them recorded
- Being selective in choice of pictures and maps
- Gathering facts from interviews and field trips
  - Asking pertinent questions
  - Viewing material selectively
  - Recording information gathered
- Selecting among facts and ideas for retelling

B. Solving problems and thinking critically

1. Skills to be introduced

Learning to differentiate fact from opinion
Learning to arrange and organize data
Learning to check with alternate sources
Learning to list information
Learning to use technical terms
Comparing problems with previous experiences
Learning to note cause and effect relationships

2. Skills to be developed systematically

Interpreting titles, topics, themes
Re-reading material for clarification
Listing and observing with a purpose
Selecting ideas that are important
Listening purposefully and intently
Identifying difficulties and problems early in project
Planning how to study problem
Placing ideas and facts in order
Separating relevant from unrelated ideas and facts
Keeping to the topic at hand
Selecting appropriate titles for ideas
Following directions to avoid digressing
Retelling experiences and results of research

C. Participating in groups (interpersonal relationships)

1. Skills to be introduced

Learning to defend a report

2. Skills to be developed systematically

Engaging in fair play in general, taking turns
Following rules and laws
Listening to reasons and withholding judgment until facts are known
Observing actions of others and developing courteous behavior
Learning how to state disagreements and giving constructive criticism
Finding ways to include newcomers, inviting them, introducing them
Planning and contributing ideas and constructive criticism
Dividing responsibilities and respecting work of others
Suggesting alternatives when they appear needed
Anticipating consequences of group discussions or actions
Handling interruptions, but nevertheless showing appreciation of the work of others
Making choices and decisions
Keeping to the task
Respecting contributions of others
Learning to work with others, or alone
Respecting rights of others as a majority rule principle

D. Interpreting maps and globes

1. Skills to be introduced

Interpreting product maps
Interpreting scale of miles
Interpreting topographical features
Interpreting weather maps
Locating places on maps and globes
Tracing routes on maps and globes

2. Learning interpretation of various map symbols
Learning names of cardinal directions
Orienting one's direction on map or globe
Recognizing various kinds of maps and globes
  Learning to make map plans
  Devising symbols for use on maps
Recognizing one's country, city, state, home on map or globe
Using relative terms of location - near, far, farther away

E. Understanding time and spatial relationships

1. Skills to be developed systematically

Using specific date-space events
Relating dates to personal experiences
Marking days on the calendar
Using idefinite time concepts - past, future, long ago, etc.
Understanding and making (cooperatively) simple time lines

CURRENT AFFAIRS

Throughout the year, important events that are related to the course of study should be interwoven with the learning and made part of the curriculum. Should an event of unusual significance occur, such as an outbreak of war, a milestone in space exploration, a peace settlement, or a breakthrough in science, provision should be made for teaching about this event even though it is not specifically stated in the course of study or learning activities.

PATRIOTISM

Respect for the symbols of our country is reinforced in each grade. Learning experiences designed to foster devotion to the ideals of liberty, freedom and civil rights are integral to history and the social sciences. Symbols of American freedom to be given emphasis are the Pledge of Allegiance, the Star Spangled Banner, the story of the flag, and the celebrations of holidays.

SUGGESTED LEARNING ACTIVITIES - GRADE 2

THEME A - LIVING AND WORKING IN AND NEAR NEW YORK CITY

INTRODUCTION

This theme will comprise the program of history and social sciences for approximately half the school year. The study of New York City relates to the many kinds of communities studied in Grade One. Now the children will begin to understand why New York City is the center of one of the greatest metropolitan areas in the world - an urban center in which millions of people live and work and to which many more come each year as visitors.

Children learn how physical, economic, and social factors have influenced the growth of the city. They learn about the opportunities and problems of living in an urban environment. They become familiar with the names of some city leaders. They become aware, through news reports and classroom discussion, of some of the problems faced by the city government, such as traffic, air pollution, housing, schools, adequate recreation facilities and health.

Through informal walks around the local community and trips to the larger community, children become familiar with the changing face of the city. They observe evidences of the past as they learn about the city's history, its early settlers, and its development. They discover why there is a wide diversity of cultural, religious, and ethnic backgrounds among the residents. In this study, children build a foundation for appreciating New York and its many resources now and in the future.

A study of the city leads to a recognition that the city is growing outward. They learn how life in the outskirts and in the suburbs differs from that in the central city. They come to recognize how metropolitan communities are interdependent and why New York City is the hub of the larger metropolitan area. The study of urban living helps children understand similarities and differences when they study other cities and metropolitan areas in Themes B and C.

The city itself is a wonderful laboratory, and where possible, children should be given opportunities for firsthand experiences. The city abounds in resource persons who can provide information not usually found in books. Other materials that will help to develop desired understandings, attitudes and concepts are films, dioramas, filmstrips, books, maps, pictures, tape recordings and other media.

EMPHASES

New York City is the home of millions of people from many cultural, ethnic, and religious backgrounds.

New York City is dependent upon the suburbs and vice versa; it is the place to which millions of working people come.

New York City attracts millions of visitors from near and far.

New York City is the crossroads for people from all over the world, because of the cultural diversity among its residents, and because it is the site of the United Nations.

New York City is linked to the rest of the country and the world by transportation and communication facilities.

New York City is always changing. It has changed in many ways since olden times. It keeps growing and changing to meet new problems.

New York City is an example of democracy in action, home of eight million people.

DEVELOPING THE THEME

Learning activities that follow have been woven around the following topics. All of these need not be developed, nor must they be studied in the sequence given here. Depending upon the interests and maturity of the children, some topics will be studied at greater length than others.

I New York, New York - Wonderful City to Visit

II New York City, Home of Eight Million People

III How Some New Yorkers Earn a Living: Garment Industry; Money

IV How Some New Yorkers Travel

V Leaders and Laws of New York City

VI How the City Gets Its Public Services: Water

VII Eat Your Way Around the World in New York City

VIII One City, Many Communities

IX New York City in Olden Days

X New York City Grows Up and Out

XI Living in the Suburbs

XII Our City is Always Changing

SUGGESTED APPROACHES

Tell the children an anecdote about living in New York City, such as the following:

> The Mayor was entertaining three visitors. He asked the first one how long he intended to stay in the city.
>
> "One week," replied the man.
>
> "That's nice. You will be able to see many interesting places," said the Mayor.
>
> He asked the second man how long he planned to be here, and the man answered, "One month."
>
> "Fine, then you will be able to see many more interesting places," said the Mayor.
>
> When the third visitor said that he liked New York so much he was planning to live here, the Mayor said, "Oh, in that case you will never get to see the city."

* * *

What did the Mayor mean when he said that the man would never get to see the city if he remained here?

What places in New York City do you and your family visit?

Why do people come to visit our city?

Share this paragraph with the class.

> "When I'm away I miss the subway....No, not the rush and crowd, but the people. I like riding with folks of every race, color, and kind....They make stories go 'round in my head, and sometimes I go past my stop because I'm so busy imagining their children and homes and what kind of lives they live....One day I was in a supermarket and I saw this East Indian with a beautiful pink turban on his head. Oh, he was busy buying a box of Uneeda Biscuits. That stayed on my mind for a long time because the turban made me think of pearls and places...but there he was as big as life with biscuits!"

Childress, Alice. Like One of the Family
Independent Publishers, Brooklyn, N.Y. 1956

Discuss the paragraph.

Find India on a globe. Compare its position to the position of the USA. Is it close to us or far away?

Show a picture of an Indian wearing a turban. When and where have you seen someone dressed like this?

Reread the paragraph.

What did the writer find most exciting about New York City? Why? Why was it such a surprise to see the East Indian buying Uneeda Biscuits? What do you wonder about when you see people from other lands?

Discuss understandings developed in Grade One.

What similarities are there in all people?

What differences are found in people from other lands?

SUGGESTED LEARNING ACTIVITIES

I New York, New York - Wonderful City to Visit

A. What is a city?

1. Display pictures of urban, suburban, and rural areas. Discuss and record children's responses to the following questions:

   Which pictures show a city?
   What other pictures come to mind when you think of a city?
   What things and people do you expect to find in a city?
   What size would you expect a city to be? Why?

2. Read a book such as This is New York by Miroslav Sasek.

   Why are there many tall buildings? Many people?

   Why are there different languages and foods?

   How are some people earning a living?

   How are people using their spare time?

   What government services are being provided?

   How are people showing their pleasure (watching the city grow) and displeasure (striking)?

   How might we find out more about our city?

   List children's suggestions.

3. Recite a city poem and talk over with the children what is meant by "city."

The City Things

Hear them trotting, jumping, running
Hear them whizzing down the street
Hear them yowling, tooting, humming
Hear their wheels or hear their feet.

Working, playing, racing, chasing
Up above or down below
Flying, wiggling, rumbling grumbling
City things are on the go!

But they all grow weary, weary
Weary working such a pace
Each thing sometimes has a rest time
Somewhere has a sleeping place.

-Lucy Sprague Mitchell

Building a Skyscraper

They're building a skyscraper
Near our street
Its height will be nearly
One thousand feet.

Higher and higher
The tall towers rise
Like Jacob's ladder
Into the skies.

-James S. Tippett

Rudolph is Tired of the City

These buildings are too close
to me.
I'd like to push away.
I'd like to live in the country
And spread my arms all day.

I'd like to spread my breath
out, too -
As farmers' sons and daughters
do.

I'd tend the cows and chickens.
I'd do the other chores.
Then, all the hours left I'd go
A-SPREADING out-of-doors.

-Gwendolyn Brooks

Traffic Song

Out on the streets
Where everything meets
The cars are all waiting to go.
What can they do?
They cannot get through
For traffic is terribly slow.

Under the street
Where nothing can meet
The subway goes rackety klack!
It dashes and races,
It flashes and chases
For nothing's ahead on the
track.

-Lucy Sprague Mitchell

Encourage children to dramatize aspects of city living described in the poems - moving, imitating sounds, stretching like skyscrapers.

What makes a city different from a small town or community?

Children who have lived in or visited other communities may want to tell what they saw that was similar or different.

4. Read the book City Rhythms by Ann Grifalconi to focus on city life as seen through the eyes of a child. The City Rhythms filmstrip and record may be used after the book has been read.

What does it mean, "to keep up with a city"?

What is the meaning of, "sounds come inside in the summer"?

What sounds are heard in a crowded subway station?

What is a vacant lot?

Name some street noises heard by Jimmy. Have children add noises they have heard to the list.

Name city sounds that could be called loud, soft, sharp, or dull.

Name things found in the city, not mentioned in the book, that could be used in a rhythm band. Collect some items; provide time for pupil experimentation.

B. What do visitors to New York like to see?

1. Plan a trip around the city as a visitor would take it. This may be an imaginary trip at this stage.

   Show children pictures in guide books, post cards, or picture books.

2. Start a list of famous sights in New York City. Collect information and illustrations for a loose-leaf guide book: Places to Visit in New York. What will we want to know about each place? Make an outline for each of the places that children select:

Name of Place	How to Reach It	Why It is Famous

   Children offer to fill in details for at least one place. Enlist the cooperation of parents in helping to take them there.

3. Have a discussion about skyscrapers.

   Why are such tall buildings found in a big city and not in a small town?

   What are they usually used for?

   Are there any skyscrapers in the local area? (Tall housing projects appear like skyscrapers in a residential area.)

   Why do skyscrapers have red signal lights at night?

Empire State Building

Why is it famous?

What is the tall spire at the top?

Where is the observation tower?

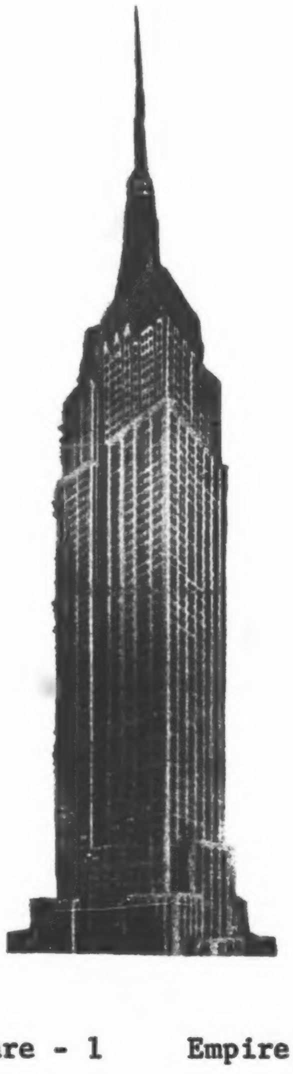


Figure - 1 Empire State Building

5. Two New York sight-seeing places that might be studied are the United Nations Headquarters and Lincoln Center for the Performing Arts.

Know the United Nations

Why is this an important place in New York City?

Why is it important to people from other lands?

What happens at the United Nations? (Elicit from children what the name may mean; how is it different from the United States?)

Study the photograph in Figure 2, holding it oriented to the north as though you were driving there along the East River Drive. In what direction will we go from school to reach the U.N.? Trace the route on a map.

From a news item about an event taking place, find the building in which the action will occur. A meeting of the General Assembly for example, would take place in the low building with the dome on top; an interview with the Secretary-General (head of the headquarters) would be held in the tall office building.

Display the flags of member nations of the U.N. (May be purchased as a chart at a nominal sum.) How many member nations are there? Why are so many people needed to work there?

What other famous buildings can be seen in the picture?

Lincoln Center for the Performing Arts

What do you think the name means? Have you ever heard of a Center before? (Rockefeller Center, a shopping center) What does a center usually stand for? (An area that has been carefully planned for a purpose.)

What purpose would a center for "performing arts" serve? What do you do when you perform? In how many ways could people perform to entertain one another?

What are some of the performing arts presented at Lincoln Center?

Three illustrations given here might be projected on an opaque projector or made into transparencies for overhead projection.

Three buildings can be seen from Lincoln Center Plaza. (Figure 3) They are (from left) the New York State Theater, the Metropolitan Opera House and Philharmonic Hall. The Vivian Beaumont Theater is not on the Plaza, but is directly behind Philharmonic Hall. The Lincoln Center Museum of the Performing Arts and the Library of the Performing Arts are not visible from the Plaza either.

What kinds of performances take place in each building? Find out from a daily newspaper.

Figure 4 shows a model of the cluster of buildings at Lincoln Center. Identify the three buildings seen in the previous picture (Figure 3).

Figure 5 is a map of the Lincoln Center project. Mark off the familiar buildings. Mark the site for the band stand for outdoor concerts.

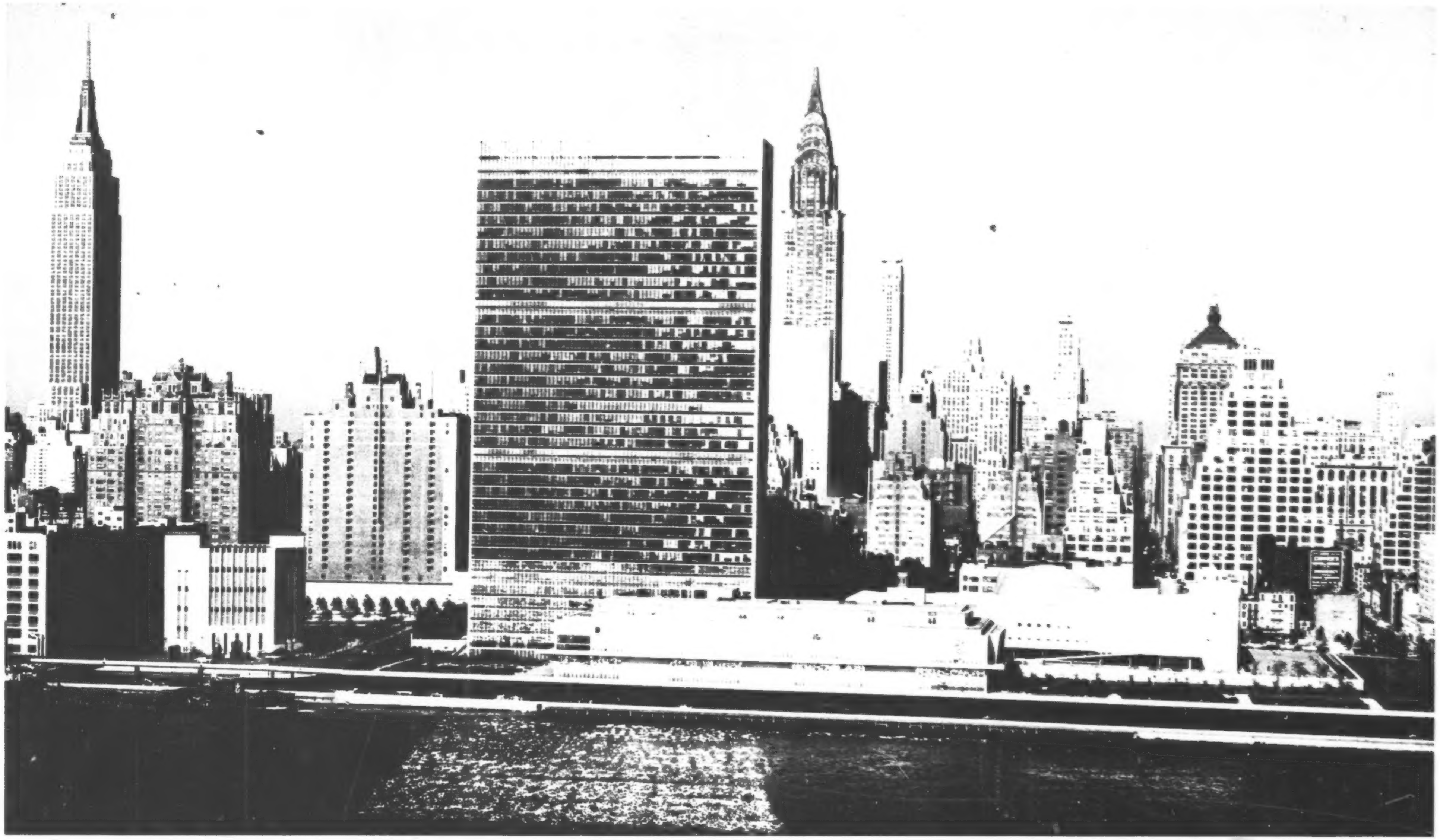


Figure - 2

United Nations
By permission of The Port of New York Authority

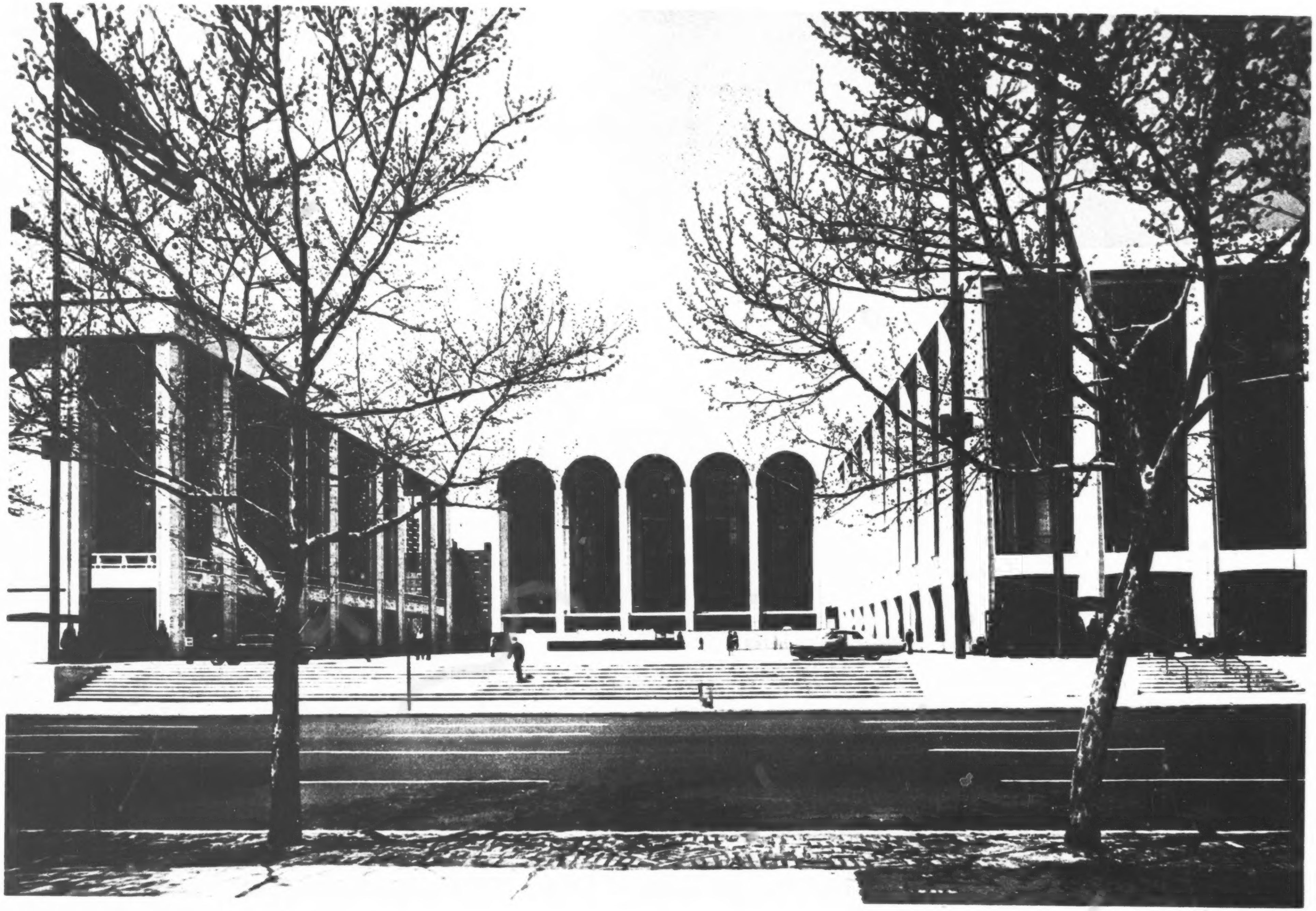


Figure - 3

Lincoln Center

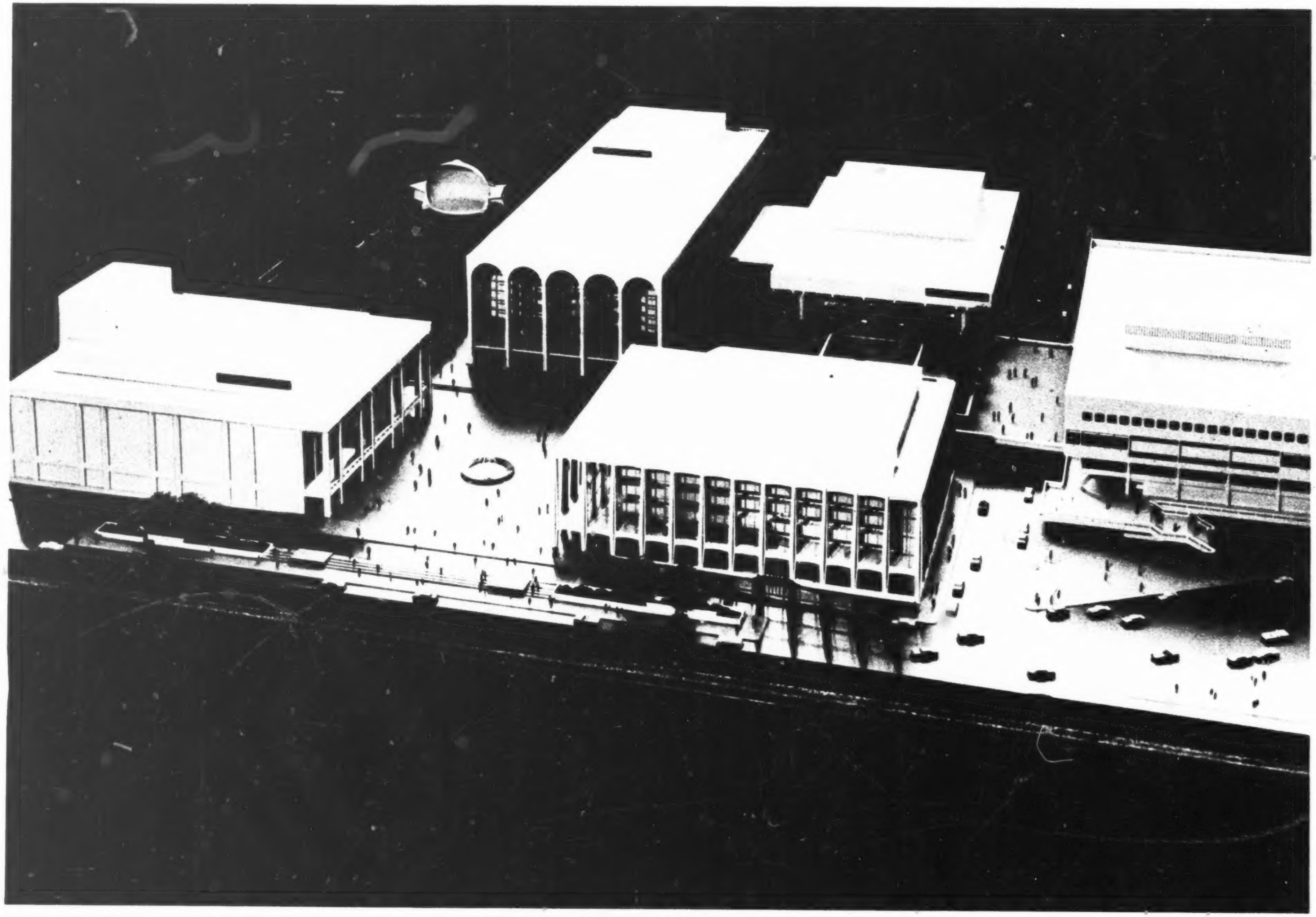


Figure - 4 Model of Lincoln Center

What is similar about the design of all the buildings? How are they different?

Follow the newspapers for programs and select a time when the class may attend a performance, or at least visit the area. Follow television programs of children's concerts from Lincoln Center.

How does a visit to the Center make you feel?

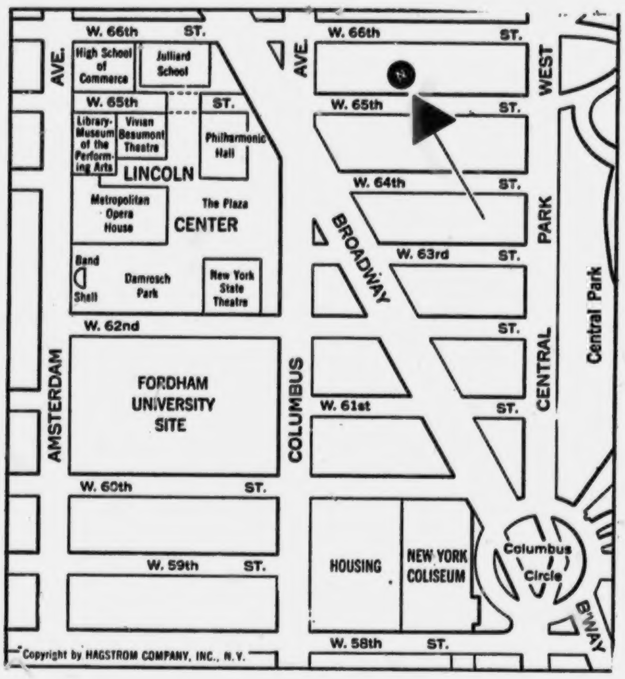

W. 66th ST.
W. 66th ST.
AVE.
High School of Commerce
Julliard School
AVE.
WEST
W. 65th
ST.
W. 65th ST.
Library-Museum of the Performing Arts
Vivian Beaumont Theatre
Philharmonic Hall
LINCOLN
W. 64th ST.
Metropolitan Opera House
The Plaza
CENTER
BROADWAY
PARK
W. 63rd ST.
Band Shell
Damrosch Park
New York State Theatre
Central Park
W. 62nd
ST.
AMSTERDAM
FORDHAM UNIVERSITY SITE
COLUMBUS
W. 61st ST.
CENTRAL
W. 60th ST.
W. 59th ST.
HOUSING
NEW YORK COLISEUM
Columbus Circle
B'WAY
W. 58th ST.
Copyright by HAGSTROM COMPANY, INC., N.Y.

Figure - 5 Lincoln Center Complex

Additional Places of Interest in Manhattan

American Museum of Natural History
Metropolitan Museum of Art
Museum of the City of New York
Museum of the American Indian
New York Public Library Collections
  -Schomburg Collection
  -James Weldon Johnson Collection
Madison Square Garden
Penn-Central Railroad Station

Guggenheim Museum
Museum of Modern Art
Radio City Music Hall
Central Park
Fraunces Tavern
Jewish Museum
Dyckman House
Chinatown Museum

6. Organize a rolling cart of resource material on "Our City." Help children collect pictures, clippings, slides, realia, magazines, pamphlets, maps, and books. Share materials with other second-grade classes.

Allow time for children to browse through books, maps, and travel folders for information.

Organize a Visitors Bureau. Plan dramatic play around the bureau. Keep this tourist guide active throughout the year as children tell of trips they may have taken with friends or parents.

Suggest that children take a bus ride with their parents to the end of the line and back, and discuss what they have seen. If possible, trace the route on a city map.

Produce an imaginative large newspaper using clippings about the city collected by pupils. Organize it around one theme - Sports, Music, Government, Fun, Houses, etc.

7. From their individual and group study of places to visit in New York City, help the children evaluate what they have learned.

   Display some library books on New York. (See Bibliography) How are the books similar to the class book? How are they different?

   "New York City - Wonderful Place to Visit." Have children give their personal impressions by telling, drawing, or writing - or reciting an apt poem.

   What is missing about New York City from our guide book? Most places of interest are centered in Manhattan. Add a list of places in your borough or in other boroughs.

   Tourist Attractions in Other Boroughs

Queens	Shea Stadium LaGuardia Airport Hall of Science	Queens College Kennedy International Airport Flushing Meadow Park Queens Botanical Gardens
The Bronx	Yankee Stadium Hall of Fame, NYU N.Y.Zoological and Botanic Gardens Borough of Universities	Bronx County Courthouse Poe Cottage Bronx Terminal Market Educational Center: High School of Science, DeWitt Clinton High School, Hunter College, Community College, Fordham
Brooklyn	Brooklyn Public Library Prospect Park Brooklyn Museum Brooklyn Children's Museum	Brooklyn Botanical Garden Aquarium Coney Island Borough Hall Redevelopment Project
Staten Island	Verrazano Bridge Ferry, with view of Statue of Liberty Staten Island Museum Historic homes (see Staten Island; Resource Manual)	

   Secure copies of the following publications for complete coverage of places of interest in New York City: A Guide to Some Educational Resources in the City of New York, Operation New York, Staten Island, A Resource Manual for School and Community, and New York Visitor's Guide and Map.

   Copies of Trips for New York City Classes prepared by Parent Trip Aide Committee, Parents Association, District 5, are available for reference from District Superintendent's Offices.

8. As an outgrowth of experiences with maps, develop a vocabulary list of terms related to New York City. When working with a map, orient it by placing it on the floor with north on the map agreeing with north on the ground. Children should have much practice in translating newly-learned map symbols into verbal and visual landscape imagery.

   north
   east
   south
   west
   bay
   island
   harbor
   river
   ocean
   shorelines
   ocean
   bridge
   tunnel
   streets
   etc.

9. We Write History - Gather information about an important place or building in your neighborhood. Write a brief history of the building. Use techniques of the historian in gathering and writing history: gather information from a variety of sources; compare data; formulate conclusions.

10. Help the children create a bulletin board.

Develop it around a topical headline, e.g., "Old New York," "Our Changing City," or "People Worth Knowing."

Develop it around special events, e.g., "Holidays in Our Town," "Follow the Mayor," or "New York is a Summer Festival."

Develop it around one theme, e.g., recreational centers, historical landmarks, or places of interest.

Take photographs of class or family trips to places of interest. Organize the pictures for a bulletin board display and place a flat map of New York City on a nearby table. Use colored strings to connect the photos with the appropriate places on the map. (See Figure 6.)

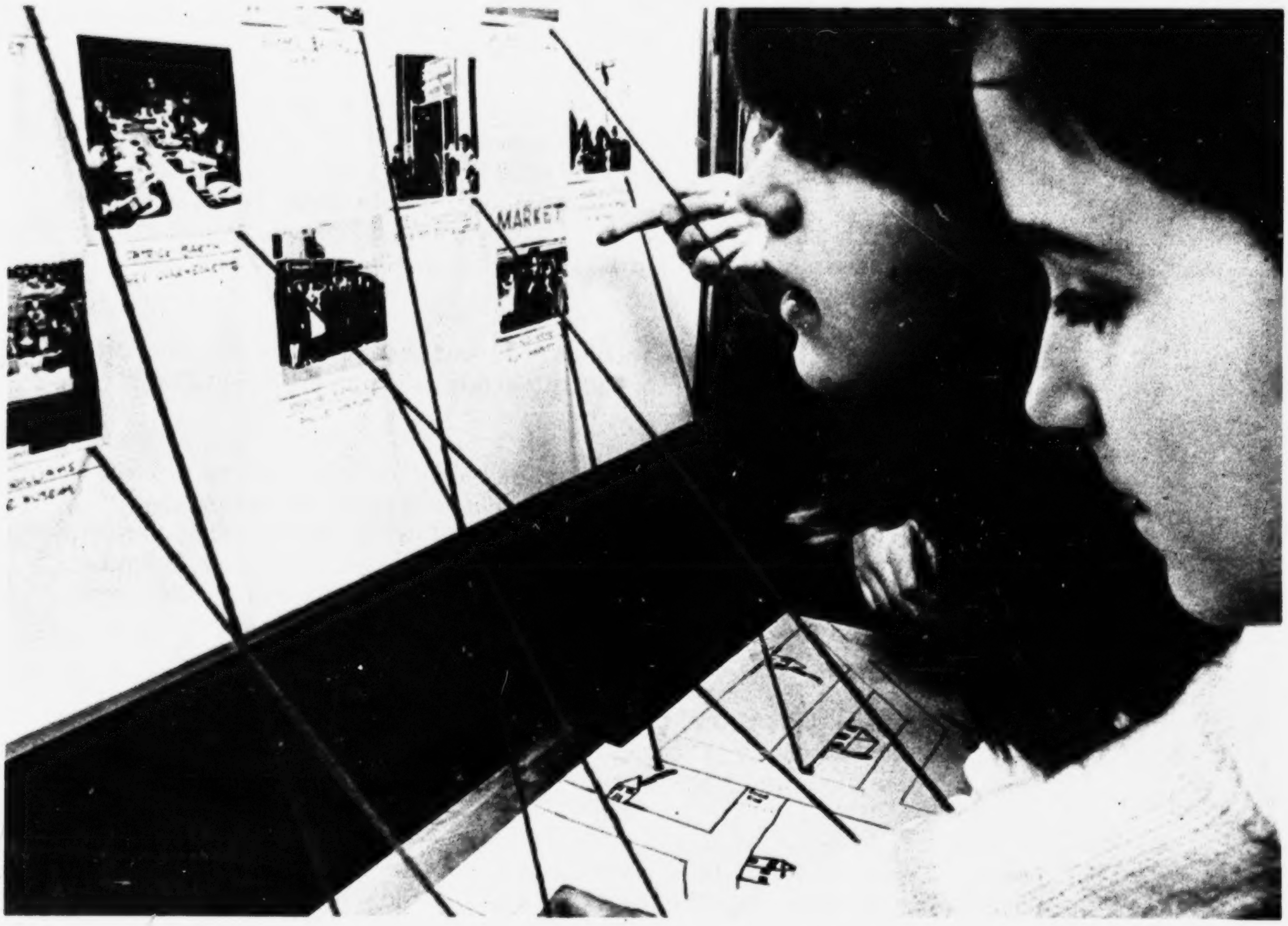


Figure - 6 Reproduced by permission from "A Visual Fable," a filmstrip copyrighted by Eastman Kodak Company, 1968

11. Encourage children to describe New York as they see it. Develop a list of phrases that reflects "cityness"; an example follows. Children's illustrations can be added to create a bulletin board.

New York is.....a garment center.
.....full of people.
.....a city of museums.
.....the home of many banks.
.....always changing.
.....crowded.
.....a city of skyscrapers.
.....noisy.

12. What Do You Think?

Suppose you expect a visit from an out-of-town cousin your age. What places would you select as sites to visit which give the "flavor" of New York City?

Imagine that you have a pen-pal in a foreign country. Your pen-pal wonders what New York is like. What pictures (books, maps, etc.) would help him see New York as it really is?

II. New York City, Home of Eight Million People

A. What is a "million"?

(Young children may have difficulty understanding the meaning of 8 million - New York City's population. The following experiences may help children conceptualize about the sheer mass of New York City's population.)

1. Read Millions and Millions and Millions by Louis Slobodkin. It is a picture-book that tells of "millions and millions of stars in the sky," etc. When have you ever seen millions and millions of people? How would you draw a picture of so many people? The book ends with this statement: "But there is only one you and one me." Discuss the statement with the class.

2. Develop a class story, class book, or bulletin board reflecting the children's responses to the question, "What is a million?"

3. Collect pictures showing crowds of people. The pictures should reflect the pluralistic nature of our society. Assemble them using a collage technique to build the idea of many, many people. The result can be organized into a bulletin board titled "People, People, People"; it can also include questions such as, "How are they similar? How are they different?"

4. Stack the five telephone directories on a desk and compare them with the directory of a small community outside the city. How many people live and work here?

5. How many people live in other cities near New York (Newark, Philadelphia, Boston, Albany, etc.)? How do their populations compare with that of New York City? Find out from the World Almanac how New York compares with Chicago, London, and Tokyo in population.

6. Call attention to the sounds of the city as found in Sights and Sounds of the City (SVE - filmstrip and record). What other sounds can you add? Why do some people think the city is too noisy? What rules are there to keep noises down? What noises would you hear in the country?

B. Where do New Yorkers live?

1. Recall the different types of neighborhoods such as those in Neighbors at Work: Our Working World by L. Senesh. Small-town neighborhoods, p. 46; big-city neighborhoods, p. 61; suburban neighborhoods, p. 90 - all are represented in our city.

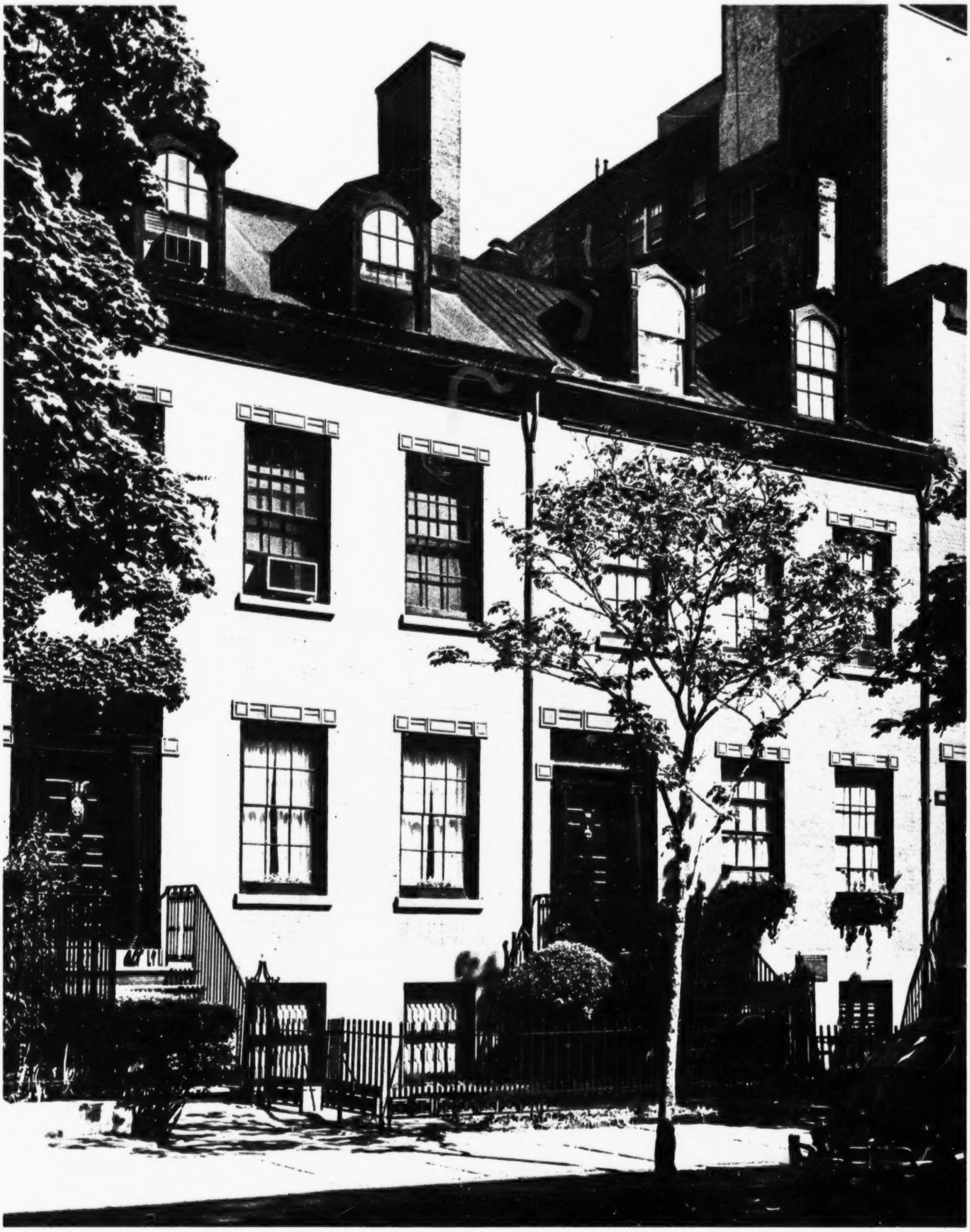
2. Children may recall their study of residential communities from Grade 1. Draw a housing profile on a chart to show the many kinds of houses - private homes, small and large apartment houses, housing projects.

3. On a map of New York City, locate the five boroughs and mark the one in which the children live. Mark places mentioned by the children where their friends or relatives in other boroughs live.

4. Help children collect pictures of various communities in the city. Relate these pictures to a map of New York City by assisting children in locating the communities on the map. The collected pictures may be used later for a scrapbook, bulletin board display (as in figure 6), or creative writing.

5. Develop an understanding of the variety of communities found in a city by using the filmstrip and record, Big City Houses and Streets (HPI). Commercial, residential, and industrial areas can be highlighted.

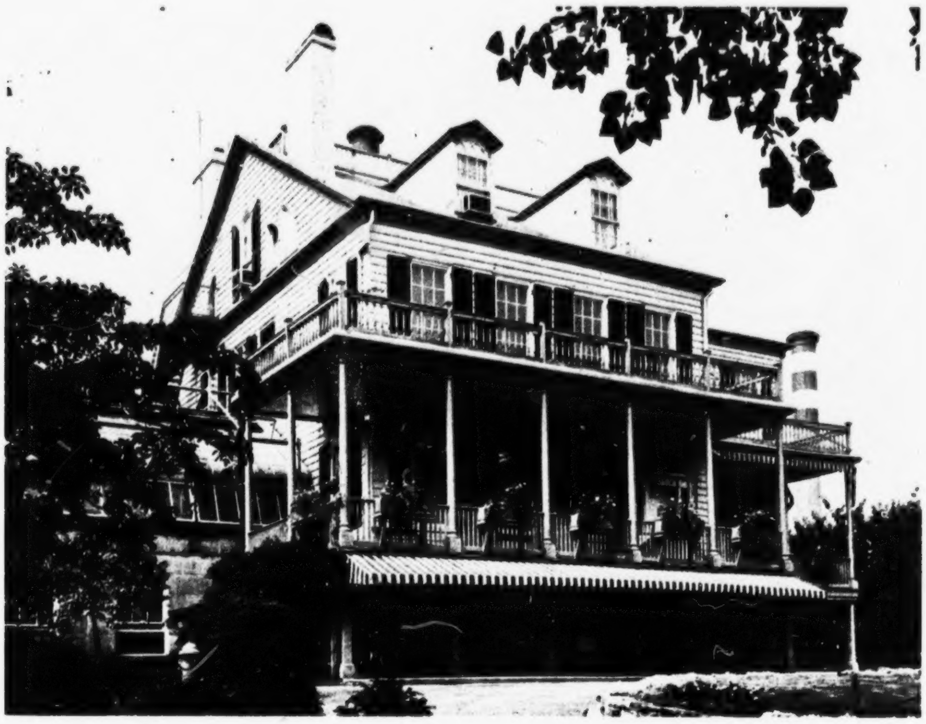
Before the presentation:	Preview the filmstrip to note the variety of communities shown. Review the meaning of a community as developed in Grade One. Write the title on the board. Ask the children to predict what may be seen.
During the presentation:	Encourage attentiveness by saying, "Let's see how many different kinds of houses and streets we will find." Increased pupil participation in discussion techniques is possible if the teacher does not use the record while showing the filmstrip. Instead, the teacher may use the teacher's guide as background information for her own questions.
After the presentation:	Question pupils to determine the variety noted in the types of communities, the construction of buildings, and the age of buildings. Accept pupil descriptions of communities; samples follow. Residential - "People live here." Commercial - "You can buy things there." Industrial - "People make things in those factories." Note the children's ability to recognize residential areas in terms of one- and two-family units or multiple dwelling units. More able pupils may note how residential and commercial areas are sometimes combined. This is found in frames 5 and 12. Plan to repeat the filmstrip to clarify an understanding or to illustrate an idea.



By permission of Landmarks
Preservation Commission
Figure 7

Brooklyn Heights Historic District
Dating c. 1820. Well preserved examples of the Federal style applied to small town houses.

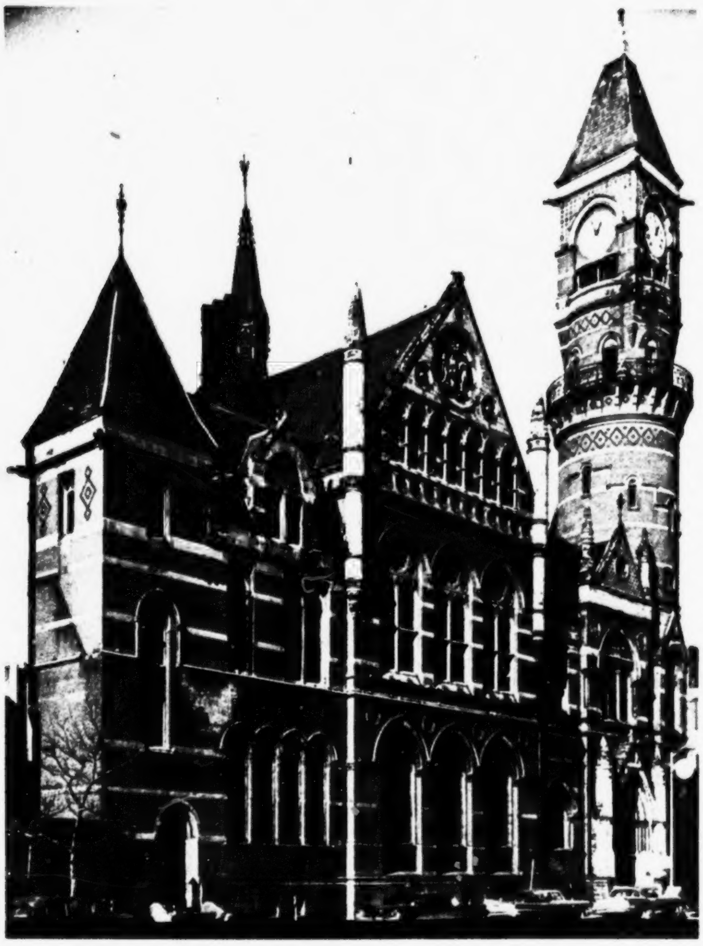
Figure 8 - Commandant's House
Hudson Avenue and Evans Street, Brooklyn



By permission of
Landmarks Preservation Commission

1806 - Federal style, this mansion was built for the chief officer of one of our important naval establishments.

Figure 9 Jefferson Court Markethouse
6th Avenue and 10th Street, Manhattan

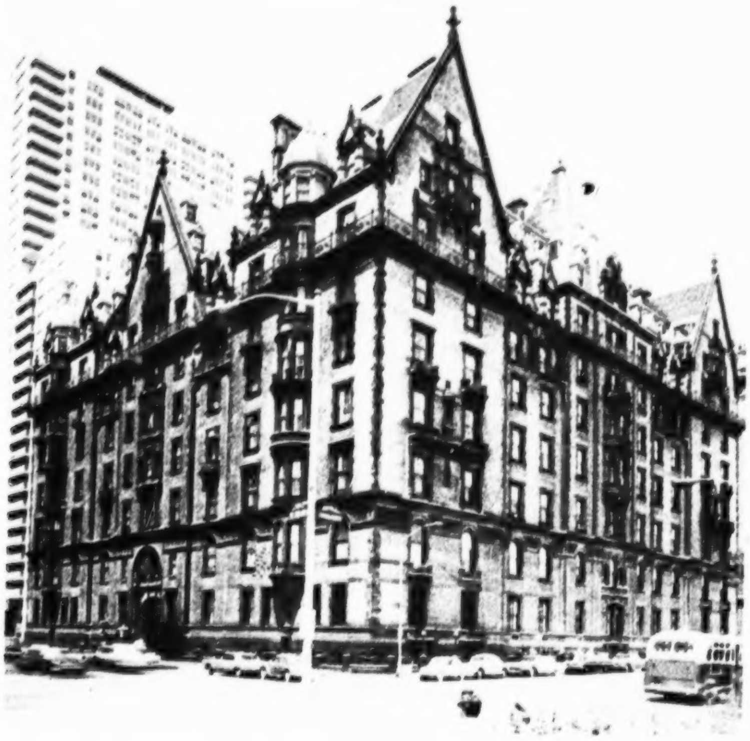


By permission of
Landmarks Preservation Commission

1876 - Victorian example of Gothic style.

Figure 10

Dakota Apartments
West 72nd Street and Central Park West
Manhattan

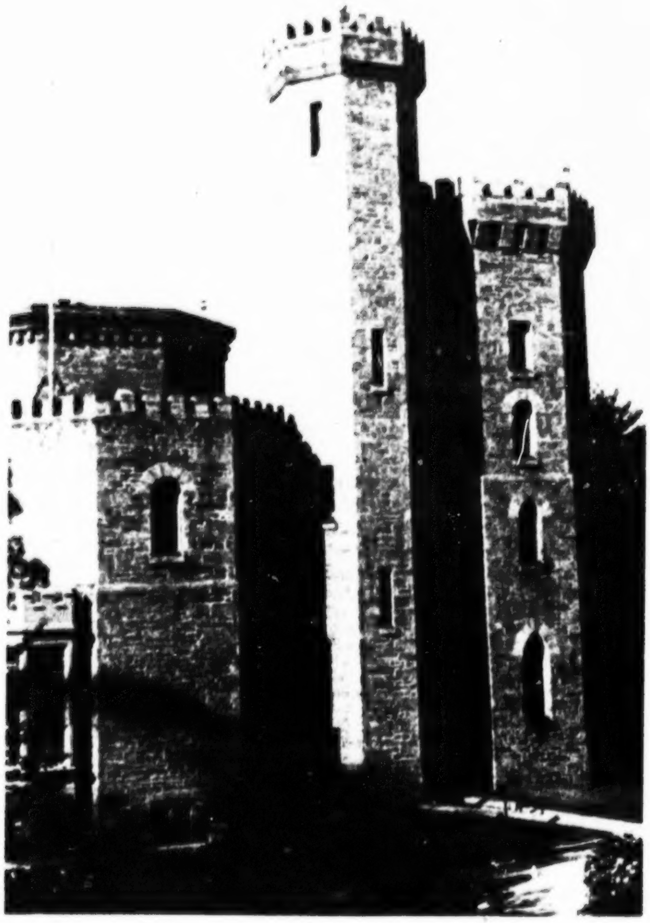


By permission of
Landmarks Preservation Commission

1882 - Victorian, pseudo-Gothic

Figure 11

Fort Hill (College Library
West 261st Street, Bronx



By permission of
Landmarks Preservation Commission

1846 - Romantic Movement in
architecture

6. Use the manipulative materials in the "City" unit to highlight the types of communities found in the city. The unit contains seventy-five (75) buildings representing a variety of designs. The buildings, while not designed to represent specific buildings, do suggest a building's function.

   Step One: Follow the steps in the lesson, "The Neighborhood in the Class" as found in the teacher's guide. This will give the children an opportunity to relate the model buildings to their real-life community experiences, and to realize that the models can stand for real things and places.

   Step Two: Follow the steps in the lesson, "Buildings and Streets." This will give the children an opportunity to explore an arrangement of several types of communities in a city, and to extend their concept of "cityness."

   (Some classes may need several experiences with each of the above steps before being able to generalize about the nature of residential, commercial, and industrial communities.)

7. A study of buildings found in the city can be extended to interesting and unusual older buildings. Frames 15 and 16 of Big City Houses and Streets may be used to introduce this idea. Stress why some older buildings are torn down and others are not. Examples of such buildings are noted in figures 7-11.

   Why do people continue to use old buildings?

   What can old buildings tell us about our city's history?

   What might be some activities of our city's Landmarks Preservation Commission?

   Why do you keep some old favorite toys?

   Plan to visit an old interesting building in the neighborhood or city. Collect pictures of other interesting buildings. Some suggestions follow:

   City Hall
   Poe Cottage
   Hamilton Grange
   Gramercy Park
   Rows of brownstones
   Van Cortlandt Mansion
   Woolworth Building
   Washington Mews
   John Bowne House
   Brooklyn Heights
   Voorlezer's House
   Lefferts Homestead
   The Dakota - 72 St. and Central Park West

C. Where do New Yorkers work and what kinds of jobs do they have?

1. Use Big City Workers (HPI - filmstrip and record) to develop an understanding of the importance of all workers, and to explore the variety of occupations available in an urban center.

   What is work?

   Why do people work? (necessity and pleasure)

   Name workers seen in the filmstrip.

   Are they providing goods or services?

   Explore the roles of workers in the school and neighborhood.

2. Develop an understanding of the role of urban renewal programs in creating jobs. Review frames 21-43 in the filmstrip Houses and Streets (HPI). Use the filmstrip without the record. Help children itemize the occupations noted in each step in urban renewal.

3. Project the pictures in figure 12 on a screen. Name the workers needed to complete each stage of the building. Individual pupils can be assigned to find library books describing particular jobs. Oral reports can be given to the entire class. (Call attention to the changes in the tree. Note children's ability to predict the length of time needed to complete the building.)

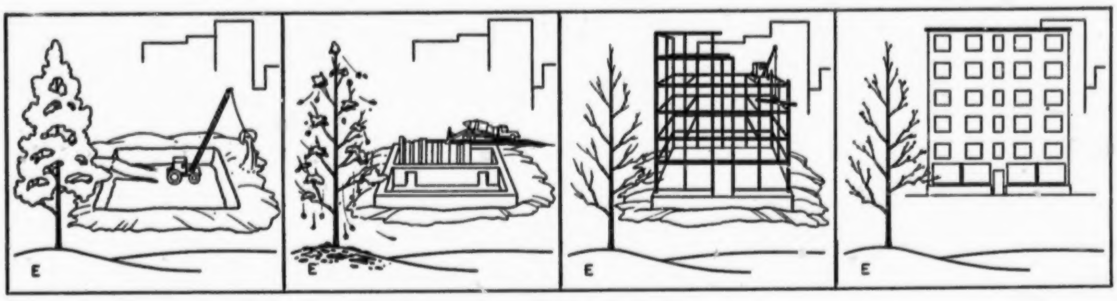


Figure 12

Instructional and Assessment Materials for
First Graders, Board of Education, New York City

4. Use the booklet What Shall I Be From A to Z by Donald L. Gelb to explore the variety of occupations available in the city.

   Read the booklet with the class.

   Help each child choose an occupation for further study.

   Provide opportunities for the children to use the school library to find books related to their study.

   Assist children in finding pictures describing the job.

   Children may interview someone in the school or community for additional information. Help children organize sample interview questions; suggestions follow.

      How did you get your job?

      What training (if any) did you need?

      What do you like about your job?

      How might I become a ....?

   The results of the research may be organized into a class booklet.

5. Many people work for the city, state, and federal governments. Make a list of parents who work for government agencies. Survey the neighborhood to note government workers and government buildings.

6. Develop an understanding of the relationship between education and vocation.

   How does one become a teacher? Invite a student teacher and/or high school student to talk about preparation.

   How can you become an electrician? If possible, invite an adult in to explain the apprenticeship program found in many unions. Include questions such as, "Are there any difficulties in joining unions?" "What action has been taken by government to insure equal opportunity?"

   Develop a bulletin board around the topic, "What Shall I Be?"

7. What kinds of businesses are found here? Introduce children to the Classified Telephone Directory for Manhattan and ask them to find examples given in boldface type.

8. Start a list of businesses - advertising agencies, furniture dealers, confectionery manufacturers, zipper manufacturers, etc. Include those represented by children's parents and relatives. From the list of businesses, what can we say about the chances of finding a job in New York City? Let the children infer why New York City is the home of so many people.

9. Plan to make individual scrapbooks entitled, A Good Place to Work. Write to business firms in the city for literature about their organizations. (A list of suggested firms is given in the bibliography.)

10. Invite a businessman to tell the children why he has his business in the city. Explain the purpose of his visit in advance. Plan questions with the children.

11. Invite a parent to tell about the work he does and why he likes to work in New York City.

12. Bring in advertisements from the Help Wanted columns. Make a chart of the different kinds of jobs offered.

13. Utilize the role-playing technique to explore the role of personalities involved in an accident or other real-life situation. For example, assume that a child has been hit by a car after leaving school. Children discuss the situation and trace the action of the "story" and its personalities. Children assume roles and act-out the story.

    What workers would you expect to respond? (policeman, principal, school crossing guard, ambulance workers, etc.)

    Are they providing public or private services?
    How did they get their jobs? (prior education or on the job training)

What Do You Think?

Why are commercial, residential, and industrial areas found in a city?

What would you want a community to have if you were looking for a place to live?

III. How Some New Yorkers Earn a Living: The Garment Industry

(The teacher may wish to use another industry relating more closely to the work of the children's families.)

A. What is specialization?

1. Build an understanding of factories that specialize in a particular kind of apparel - boys' shirts, girls' dresses, ladies' evening gowns, fur coats, etc.

   Refer once more to the Classified Telephone book. Various types of clothing makers are found under "Apparel."

   Why is it good business practice to specialize in one type of apparel?

2. Survey the neighborhood businesses to note specialization.

B. How does a factory use specialization?

1. Recall the system of specialization to increase productivity as developed in Grade One (Theme B: Many Workers Supply Many Services).

2. Show a filmstrip, Clothing Factory (#44710.14), and invite a parent who has worked in the clothing industry to be present at the showing.

   What are some of the jobs in the factory?

   What special skills do workers need?

   Where do they learn these skills?

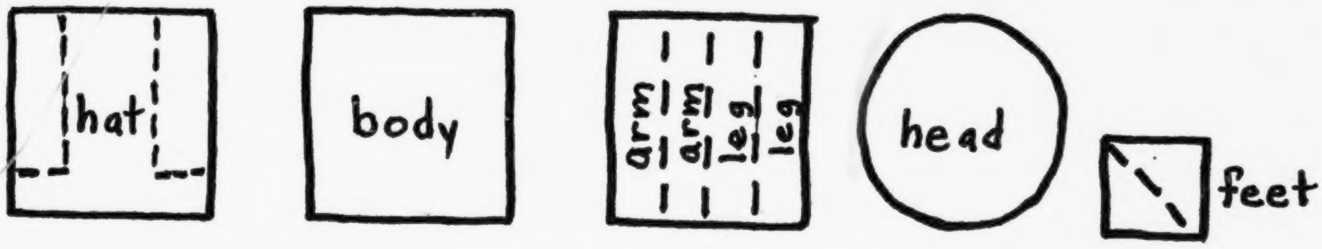
   How many garments does the cutter cut at one time?

   How many garments are shipped out at the end of a day?

   What can the parent tell that is not seen in the pictures (the speed and skill of each worker, for example)?

3. Dramatize the idea of division of labor through a class activity. The children might produce paper marionette dolls for hospitalized children. (See figure 13)

Assemble materials; colored 1" and 5" circles and squares, scissors, fasteners, and paste.



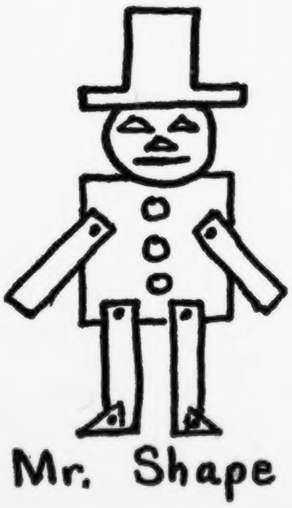


Figure - 13

Method 1: Each child receives materials needed, cuts parts as directed, assembles with paper fasteners, and applies decoration. How much time did it take? How many dolls were produced?

Method 2: Organize assembly line teams with seven members on each team. Individual children have special jobs to do; cut, attach head, arms, legs, feet, hat, decorate.

(The decoration should be the same with each method used.)

How many dolls were completed under each method during a specific period of time?

What is your opinion about the factory system of division of labor as it compares with the system where one person does all the work?

How can the operation be made to run more smoothly?

What is the job of a factory foreman?

Some teachers may prefer to divide the class into two groups of comparable ability. Each group would follow one phase as described above. Both groups would begin and end the work at the same time. The class will see the result: the group that divides the labor will produce more than the other.

4. View a film such as Making Cotton Clothing (EBF). Make a list of the sequence in producing dresses; classify the kinds of jobs.

5. See Our Working World: Neighbors at Work, lesson 8, "Factories in the Neighborhood." The Teachers' Resource Unit is replete with suggestions for lessons to aid in the understanding of such factors as investment, profit, and the use of an assembly line.

6. Help children summarize the advantages and disadvantages of dividing the labor. Some understandings follow:

   Advantages (1) Each person becomes an expert at his task.
   (2) Increased production is possible.

   Disadvantages (1) Greater interdependence is involved and therefore the entire operation can be slowed down when one person slows down.

C. How is the factory owner dependent upon other businesses?

1. Use magazine pictures or children's drawings to trace the steps followed in producing an item from the raw material to the consumer. Note how the factory is dependent upon others to get the goods it needs to produce the goods that we want to buy. Develop a bulletin board or roller movie showing the steps involved in making a dress. See figure 14.

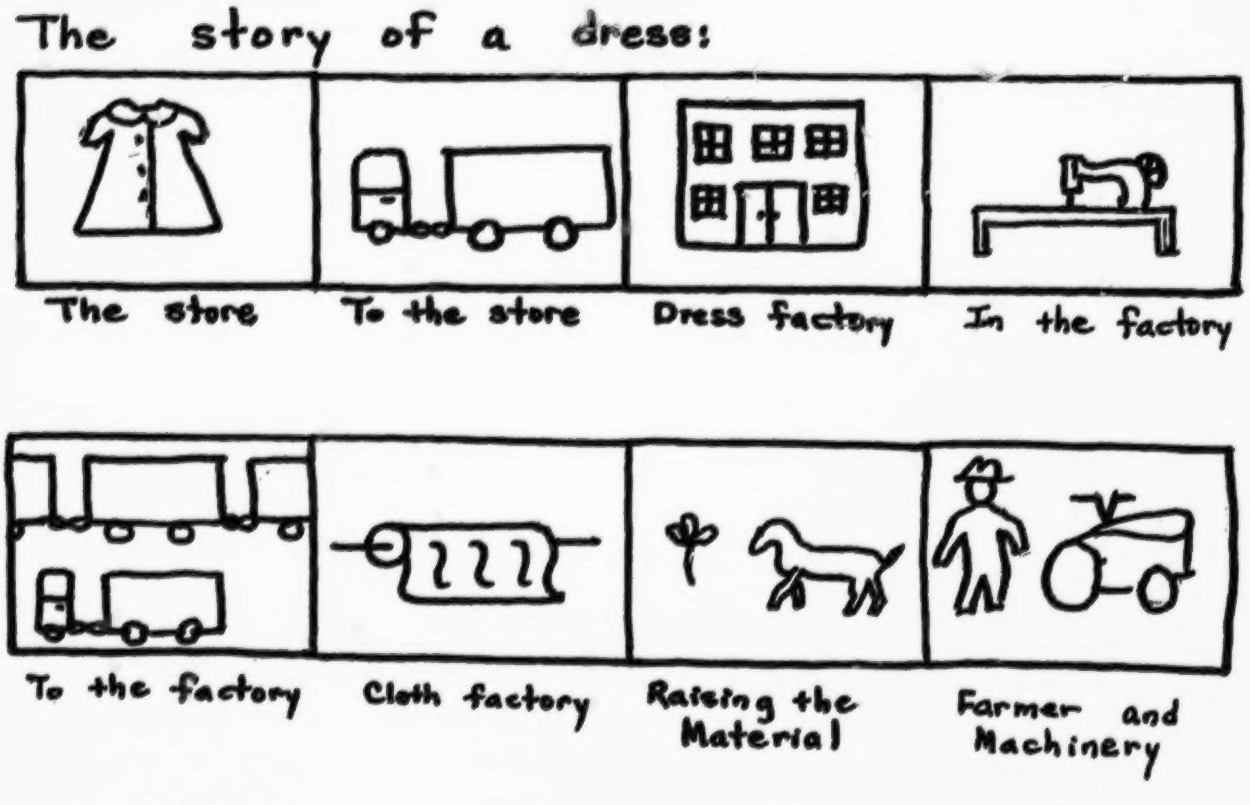

The story of a dress:
The store
To the store
Dress factory
In the factory
To the factory
Cloth factory
Raising the Material
Farmer and Machinery

Figure - 14 The Story of a Dress

2. Arrange a display of cloth used in clothing manufacture. Which fabrics are made from plant fibers? Which are made from animals? Which are man-made?

   Collect samples of the following:

   fur
   plastic
   wool

   cotton
   leather
   rubber

   burlap
   satin
   velvet

   nylon
   cellophane
   feathers

   Make a chart of the samples. How does each feel? Supply a descriptive word for each item. Add a sentence and/or picture showing the use of the fabric in making clothing.

   Use water to determine which is waterproof? which dries faster? Use a magnifying glass to see the weaving patterns.

3. Interview mother to find out about the care of clothing. Classify items used into (a) tools (b) products (c) businesses providing services

   Included may be: washers and driers
   iron and ironing board
   tailors
   brushes
   laundromat
   soap

4. Compare clothing made at home with clothing made in a factory.

   Are all clothes made in a factory? Why not?

   Why do some women sew at home? (pleasure and necessity)

   What are some of the differences between sewing at home and working in a garment industry factory?

   Develop a chart which includes the following factors. The children will supply their own words.

Home	Factory
Each garment completed by one person.	Assembly Line
Clothes may cost less than if bought in a store.	Union protection, job upgrading
Opportunity for creativity and individuality in styling.	

5. See "What We Need to Go into the Clothing Business", lesson 22, Our Working World: Families at Work, Teachers' Resource Unit.

   From the recording, can you tell why Mr. Wooley went into the clothing business? Where did he get enough money to buy tools, cloth, thread, buttons and to pay salaries?

   What machines and equipment are needed?

   How does shipping affect Mr. Wooley's business? What would happen if the trucks did not deliver the woolen cloth? What would happen if the trucks could not make deliveries to customers?

   How does distance affect the means of transportation used? Locate pictures of hand-carts used in the garment center. Compare to large trucks. How does a manufacturer decide which to use?

Read the story of "Mr. Tweed and the Moth", to find out how a moth would be a danger to a clothing manufacturer. Make up an original story about a misadventure in a clothing factory.

D. Why is New York City called the garment center of the world?

1. Build a diorama of the garment center in Manhattan (West 35th to 40th St.). Use milk cartons for each factory and select various types - children's wear, men's overcoats, blouses, etc. Draw a scene of sewing machines, cutters, pressers, shippers, etc.

   To represent volume and large numbers, stack the cartons high on top of one another - 15 to 20 cartons high, about 2 or 3 side by side - representing a single high-rise building in the garment center. Show long rows of such buildings in a profile of the industry.

2. Use a road map of the metropolitan area to trace possible routes for trucks to take goods out of the garment center to other parts of the city and the metropolitan area.

3. Read a newspaper advertisement for children's clothes. Project Figure 15 on a screen.

   Why do people buy new clothes?

   Do they only buy clothes when the old ones wear out? What other reasons are there?

   How does the advertisement encourage you to buy the clothes?

   Why would a parent want to buy 'Easy Care' and 'Machine Washable' clothing?

   What does 'rugged' mean?

   Why are two prices included in the advertisement?

4. Keep a bulletin board on the clothing industry; new fashions, news of fashion shows, booklets issued by garment unions, pictures showing activities of the area, book jackets of appropriate library books, etc.

   What clothing does your mother buy for the baby?

   How does ladies' clothing differ from girls' clothing?

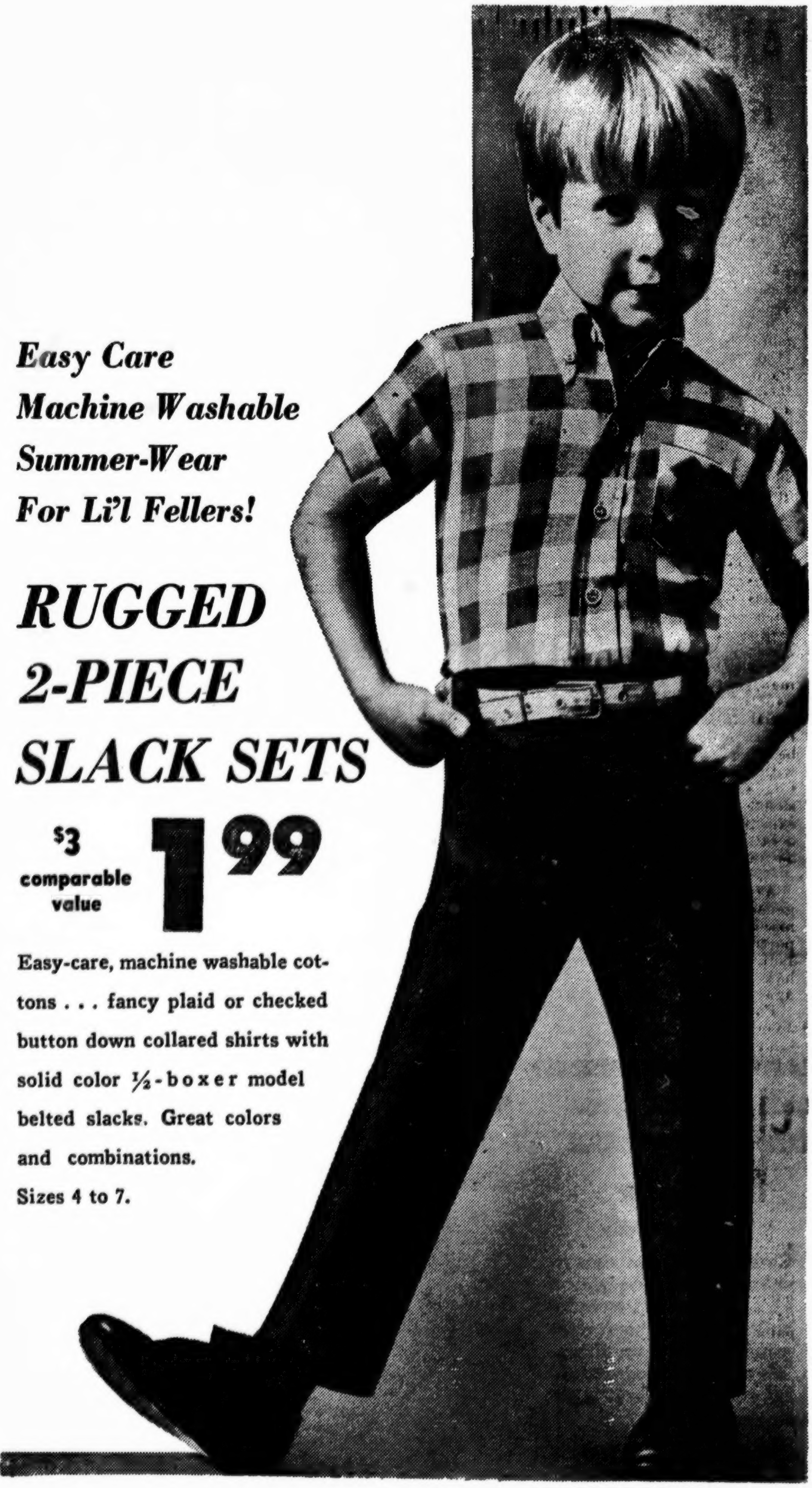
   What clothing do men buy?

   What are the special clothes used by policemen, firemen, doctors, waitresses, nurses? Why do they wear special clothes?

5. Plan a visit to a clothing store to find out how some of the clothing manufactured in New York City is sold. How many manufacturers are represented in the store? How can we tell one from another? How does a manufacturer get his clothing from the factory to the store?

6. What would happen to jobs and city income if most of the clothing factories were to move to other communities?

7. **How do workers spend their income? What are some of the expenses of families? What kind of taxes do workers pay in our city? What are some services that the city provides for all the people? See Our Working World: Cities at Work, lesson 3, "The City: Marketplace of Goods and Service."**



Easy Care
Machine Washable
Summer-Wear
For Li'l Fellers!

RUGGED
2-PIECE
SLACK SETS

$3 comparable value **1.99**

Easy-care, machine washable cottons . . . fancy plaid or checked button down collared shirts with solid color ½-boxer model belted slacks. Great colors and combinations.
Sizes 4 to 7.

Figure - 15 **Newspaper Advertisement**

Money - What It Is and Why It Is Used

A. Why do we use money (as a medium of exchange) instead of trading (bartering)

1. Dramatize a barter market by letting children assume roles of producers of various specialized goods or services; printer, tailor, locksmith, carpenter, gardener, etc. Occupations of parents can be used. Use paper cut-outs or magazine pictures as props for goods to be traded.

   Assume that a carpenter has made some chairs and that he needs some books. However, the printer (who has books) does not need the carpenter's chairs. The printer needs keys from the locksmith.

   How do you decide what a chair is worth?

   How can goods be exchanged under the above circumstances?

2. Collect pictures showing trading or buying and selling. See also, Noble and Noble, Everyday Economics, Level 3, lessons 3 and 4.

   What is a good trade?

   Why might unfair trades happen?

   What might happen if one article is worth more than another?

   What do you suppose the people are saying to each other in each picture?

   What would they say to each other if trading? If using money?

   Describe your experiences while trading.

   Why might trading be a difficult way to get goods and services?

3. Examine an assortment of bills and coins. Help children understand that-to be useful- money has to be portable, durable, universally acceptable, and a measure of value. The children will use their own words to describe the properties of money.

   What does a date on a coin tell you?

   Why is it good that coins last a long time?

   Which lasts longer, coins or bills? Why?

   Compare the weight of a paper dollar to a dollar in coins. Which is easier to carry?

   When would it be easier to use paper money than coins?

   List instances or find pictures showing the need for coins only.

4. Show a film such as Money in the Bank - and Out, (BAVI), which describes services provided by a bank.

   How does a bank serve people who have money? People who need money?

   What is a loan? How does a bank decide whether or not to lend money to someone?

   What is interest? Why is a bank able to pay interest?

   Describe how a bank helps money make money.

   Interview a bank worker and/or parent to find out about other banking services. Arrange for a visit to a local bank. Locate the bank on a map of the community.

5. Make a roller movie showing how money travels into and out of a bank. Some scenes may be; filling out a deposit slip, cashier's window, machines to record information, vaults, etc. Children may assume roles of different bank workers and describe their jobs. Invite a neighboring class in for a showing.

6. Have the children examine their own bank books (if the school has a savings program) to find out how much of their total money is savings and how much is interest.

   How do you know which is savings and which is interest?

   How might the bank use your money?

7. List ways money can be earned. Children may volunteer to tell how money is earned in their families.

8. Develop a bulletin board on the value of a dollar similar to that in figure 16.

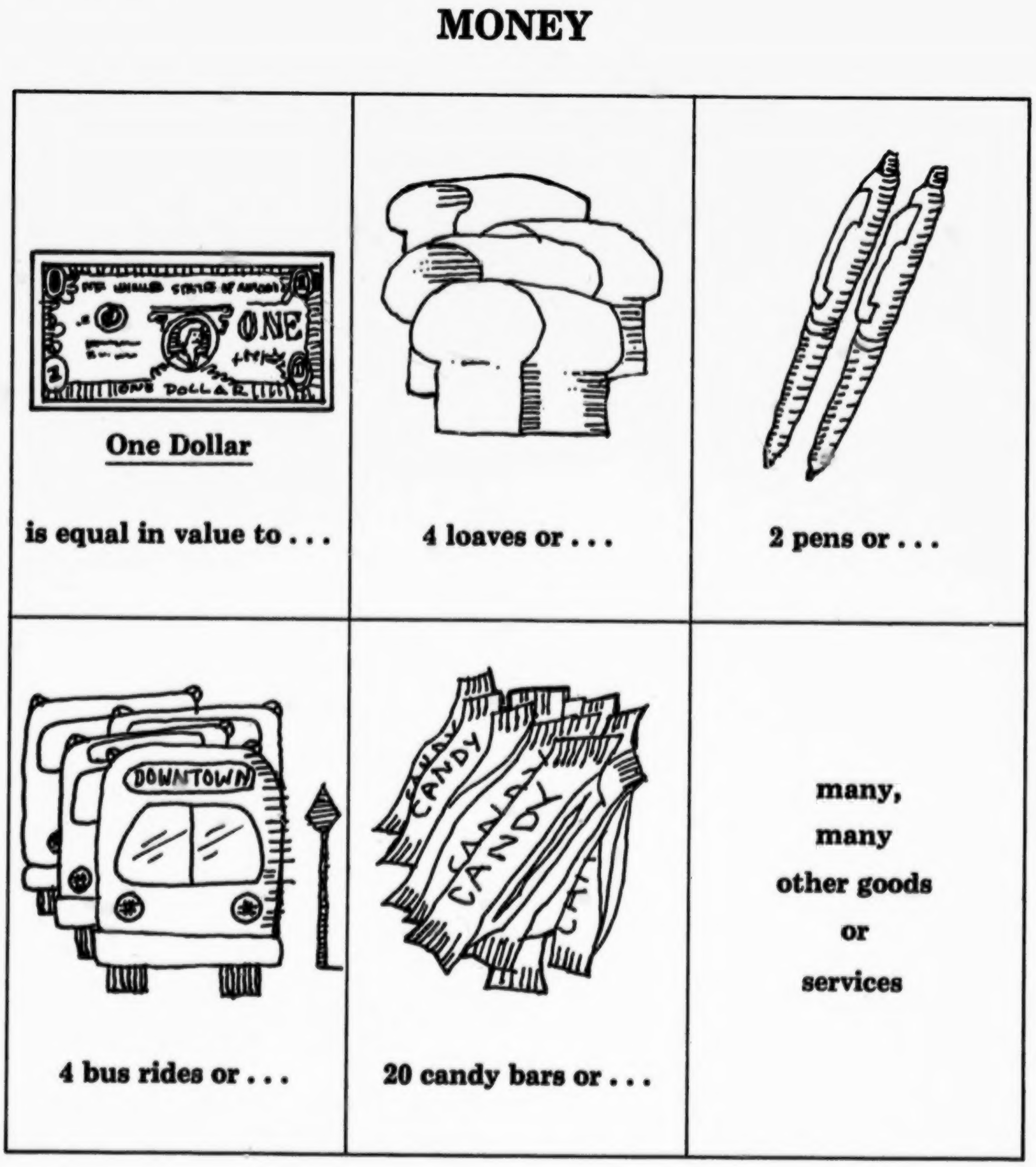

MONEY
ONE
DOLLAR
One Dollar
is equal in value to . . .
4 loaves or . . .
2 pens or . . .
DOWNTOWN
CANDY
4 bus rides or . . .
20 candy bars or . . .
many,
many
other goods
or
services

Figure - 16

9. Develop an understanding of the use of a budget by reading My Favorite City by Wilma Willis, pages 32-43. Note the pie graph of the town's budget on page 40. Discuss the following questions with the class to help them formulate understandings about the use of a budget.

   What is a budget?

   Why is it used?

   On what is the largest amount of money spent?

   On what are the smallest amounts of money spent?

   Who might help the mayor decide how to spend the town's money?

   What could you do if you had an idea on how New York City's money should be spent?

   Who else uses a budget? (families and individuals)

10. Project the pictures of a typical family budget on a screen. (See figures 17 and 18.)

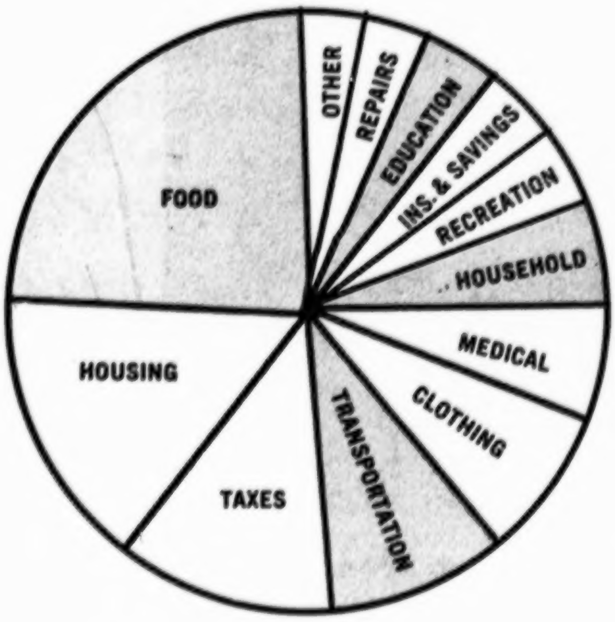
    What is the most expensive item in a family's budget?

    Which items are the least expensive in a family's budget?

    Why do you suppose families spend more for food than for transportation?

    Why do families make budgets?

    Help children make a pie graph to spend class funds for a party, or to spend a personal allowance. Guide them toward an understanding of the role of "choice" in budgeting.

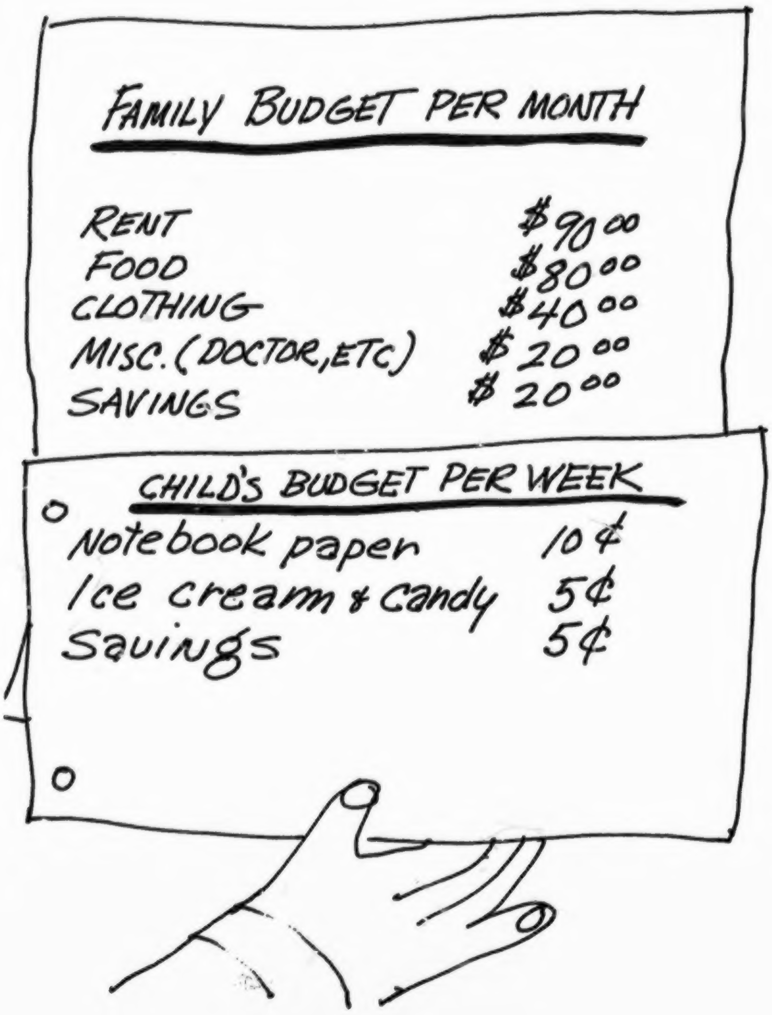


The chart shows how most families spend their money. There are twelve ways. Can you name a job that belongs with each way? A truck driver brings food to the stores. Can you name another? Write them down.

◄ TYPICAL HOUSEHOLD BUDGET

Figure - 17

Glogau et al. You and New York City, Benefic Press, 1968



FAMILY BUDGET PER MONTH

RENT	$90.00
FOOD	$80.00
CLOTHING	$40.00
MISC. (DOCTOR, ETC)	$20.00
SAVINGS	$20.00

CHILD'S BUDGET PER WEEK

Notebook paper	10¢
Ice cream & candy	5¢
Savings	5¢

Figure - 18

Stanek, M. How People Earn and Use Money
Benefic Press, 1968

What Do You Think?

How is "skill" involved in performing a job?

What effect will new machines have on the availability of jobs?

What are some things to consider when trying to spend money wisely? Why?

IV. How New Yorkers Travel

A. How does it feel to travel by subway?

1. **Since New York has the distinction of having a subway, read the story of a little boy's first ride in the subway: Barto Takes The Subway by Barbara Brenner (#71-39-008).**

   Why was Barto frightened when he heard the train come in?

   How does the subway noise make you feel?

   Name the workers mentioned in the story. Were they providing goods or services?

   Why is the subway a fast way of traveling in the city?

   Tell about a time when you were in the subway during the rush hour.

2. **Use a subway map to plan imaginary or real trips. Imitate Barto and**

have children dramatize how they would behave during the trip.

Which subway line is closest to our school?

How do we know which train to take to get to..........?

Will we take a local or express train? Why? Which is faster?

In which direction will we travel? (uptown, downtown, crosstown)

Ask parents to show you on a subway map how they travel to work.

3. Use the photograph of a subway (Figure 19) to help children understand how subways work.

   Compare a subway train with a bus (Figure 20).

   How are they alike and how are they different?

   Who drives the subway train? Show where the engineer sits.

   What is the fare for each? How and when is it paid?

   How does the engineer know when to pull his train into the station without colliding with the previous train?

   What safety devices are used on the subway?

4. Compare a subway train with an elevated train. Pictures of elevated trains are found on pages 16 and 17 of Let's Find Out About The City by Valerie Pitt and in frames 20 and 21 of Travel in the City (HPI).

   Locate places where elevated subways can be found on a map of the city - e.g., Third Avenue (Bronx); Main Street,Flushing (Queens), etc.

   Describe a ride taken on an elevated subway.

   Do you prefer a subway or an elevated train ride? Why?

   Why is it sometimes better to have a train below the ground than above the ground?

5. Visit a subway station to examine the large map on the subway platform. Note the indicator "You Are Here," colors for the different lines, and symbols for express and local stations.

   Why are maps placed in stations?

   How can additional information be obtained if the map does not answer all your questions?

   Why are some stations local and others express? (Volume of traffic)

   At what streets (or section of the city) would you expect to find an express station? (Times Square, Wall Street, etc.) Why? (Volume of traffic)

   Locate the express station closest to the school on the map.
   Why is it an express stop?

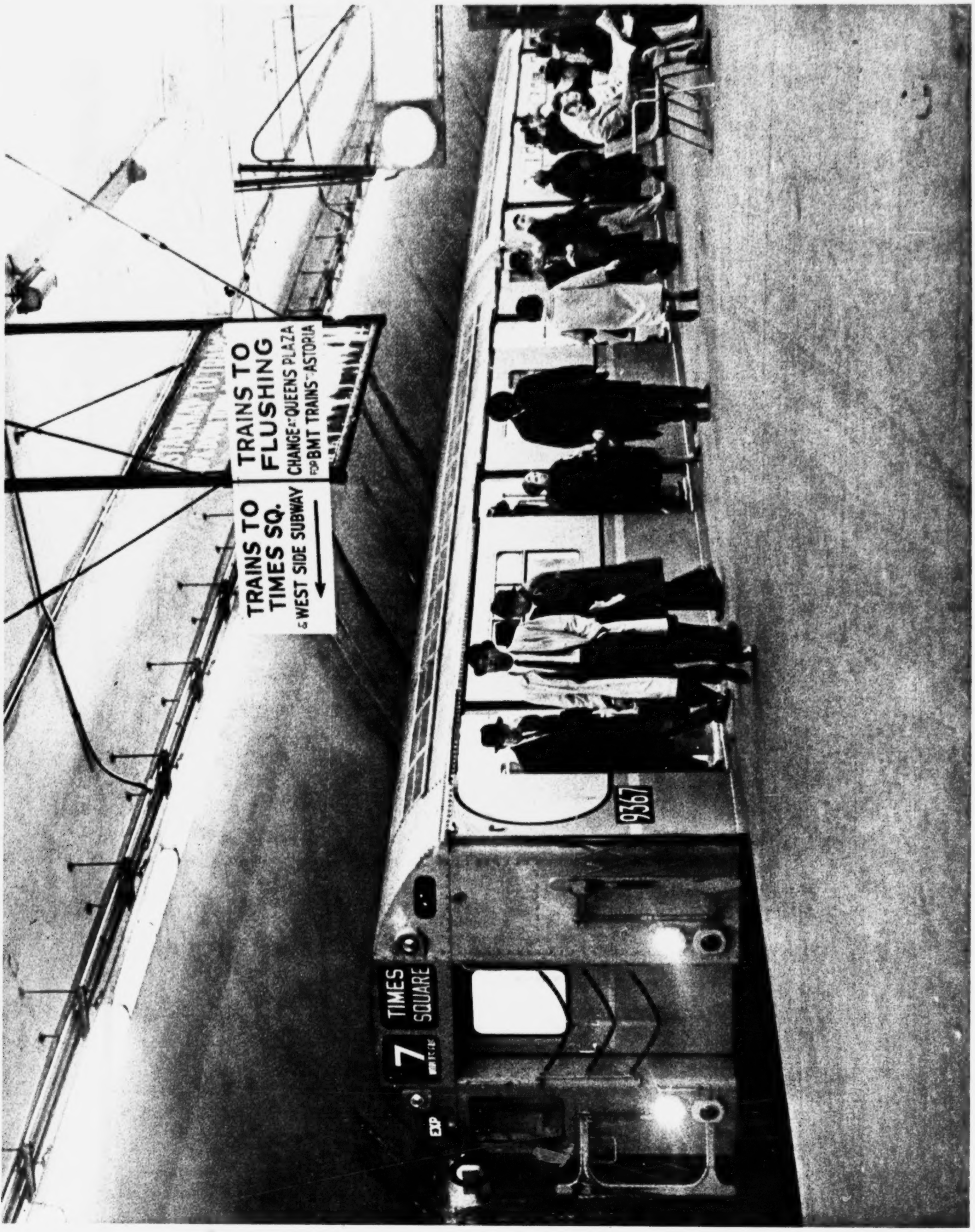

TRAINS TO FLUSHING
CHANGE AT QUEENS PLAZA FOR BMT TRAINS TO ASTORIA
TRAINS TO TIMES SQ.
& WEST SIDE SUBWAY
7
TIMES SQUARE
EXP
9367

Figure 19

New York City Transit Authority

111 ELIZABETH
ROSELLE PARK
9717

Figure - 20 The Port of New York Authority

B. What are other ways of traveling around the city?

1. Show the large (30" x 40") color picture of a city found in the Urban Panorama kit produced by the National Dairy Council.

   Help children locate and list ways people are traveling in the city.

   Add to the list from the children's own experiences.

   Locate pictures in a magazine of each way of traveling.

   Organize the pictures into a Picture Dictionary of City Travel.

   Help individual children write captions or short poems describing the mode of travel.

2. Use the filmstrip Travel in the City (HPI) to explore additional ways of traveling around the city.

   List some modes of travel that are mentioned. Organize them into land, sea, and air categories.

   Why do traffic jams develop?

   What factors tend to slow traffic? (snow, rush hours, an accident, etc.)

   How would you make traveling in our city more comfortable and pleasant?

   Why are there many ways of traveling in the city?

   Help children collect samples of city transportation maps - e.g., subway, street, waterways, highways, etc.

3. Develop mobiles which illustrate different ways of traveling around the city - bus, auto, subway, bicycle, motor scooter, taxi, railroad, on foot.

   What are the safety factors involved in each way of traveling?

   Compare taxis and subways for time and cost factors.

   Why is an inexpensive transportation system important?

   From this study children may discover that some parents travel to communities outside the city limits to their jobs, and that others (the teacher or others at school) come into the city each day from the suburbs.

4. Develop a discussion around the meaning and use of traffic signs in our city. Use frames 1-13 in Let's Talk About - Signs We See (HPI-filmstrip).

   What does each sign tell us to do?

   Why are different shapes and colors used?

   Make a list of signs mentioned in the filmstrip.

   Take a neighborhood walk to note the use of traffic signs. Note additional signs to include on the classroom list; - bus stop, taxi stand, play street, parking, turns permitted motorists, etc.

   Why is each sign used?

What changes (if any) can be made?

Invite the crossing guard to class. Have her describe her job, the training received for her work, and how children can assist her.

5. Use the manipulative buildings in the "City" model to set up a community. Add streets, intersections, toy cars and trucks. Use a picture, such as Figure 21 to show a traffic bottleneck.

What traffic signs would help? Why?

Make paper models and place according to the children's suggestions.

Provide sufficient time for the children to explore solutions to problems, such as a high incidence of double parking, much pedestrian traffic because of a nearby school, a need for parking facilities near a shopping center, etc.

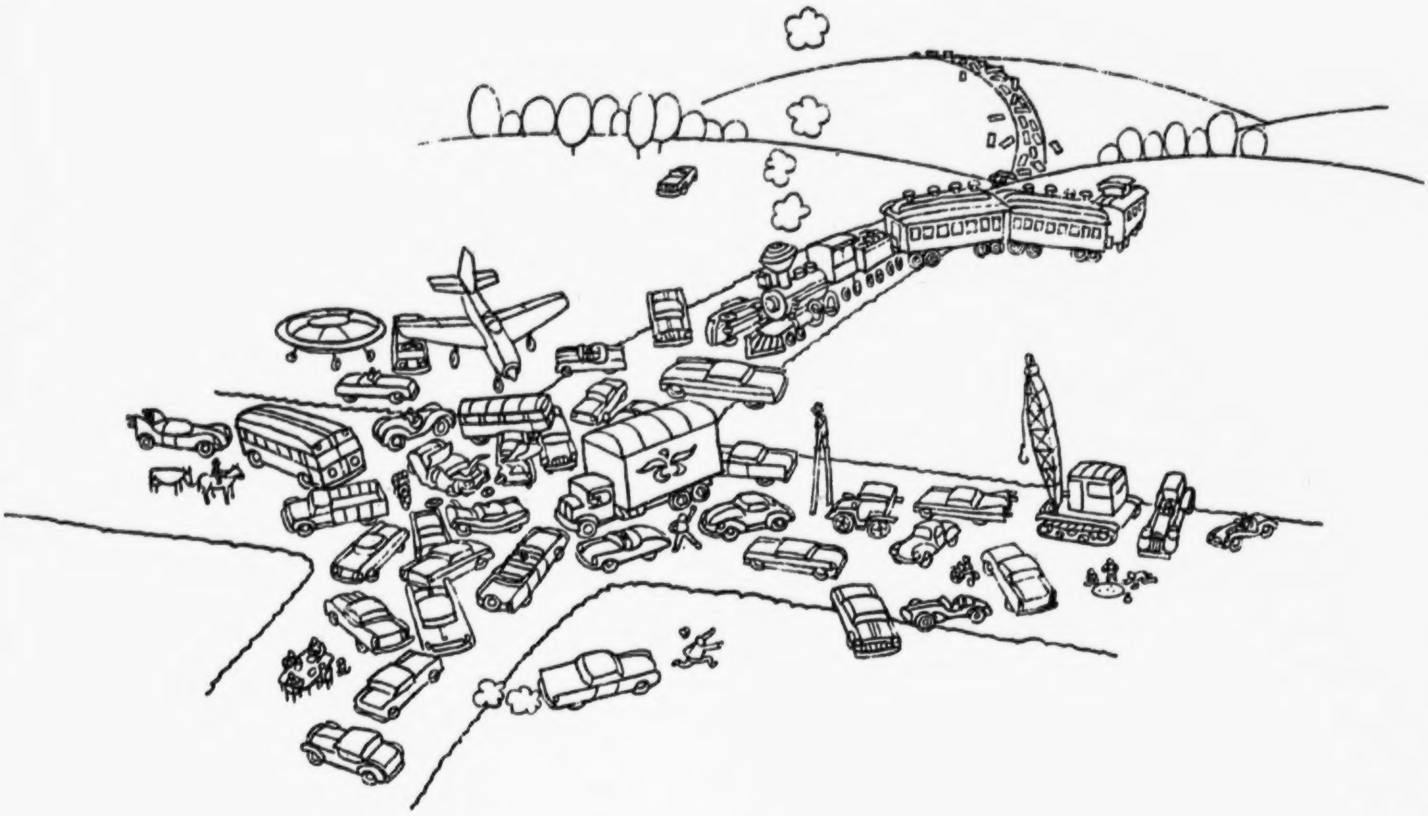


Figure - 21

Used with permission
Radlauer and Radlauer: What Is A Community?
Illustrated by N. Kay Stevenson
Elk Grove Press, Los Angeles, California 1967

C. What other facilities help spread transportation?

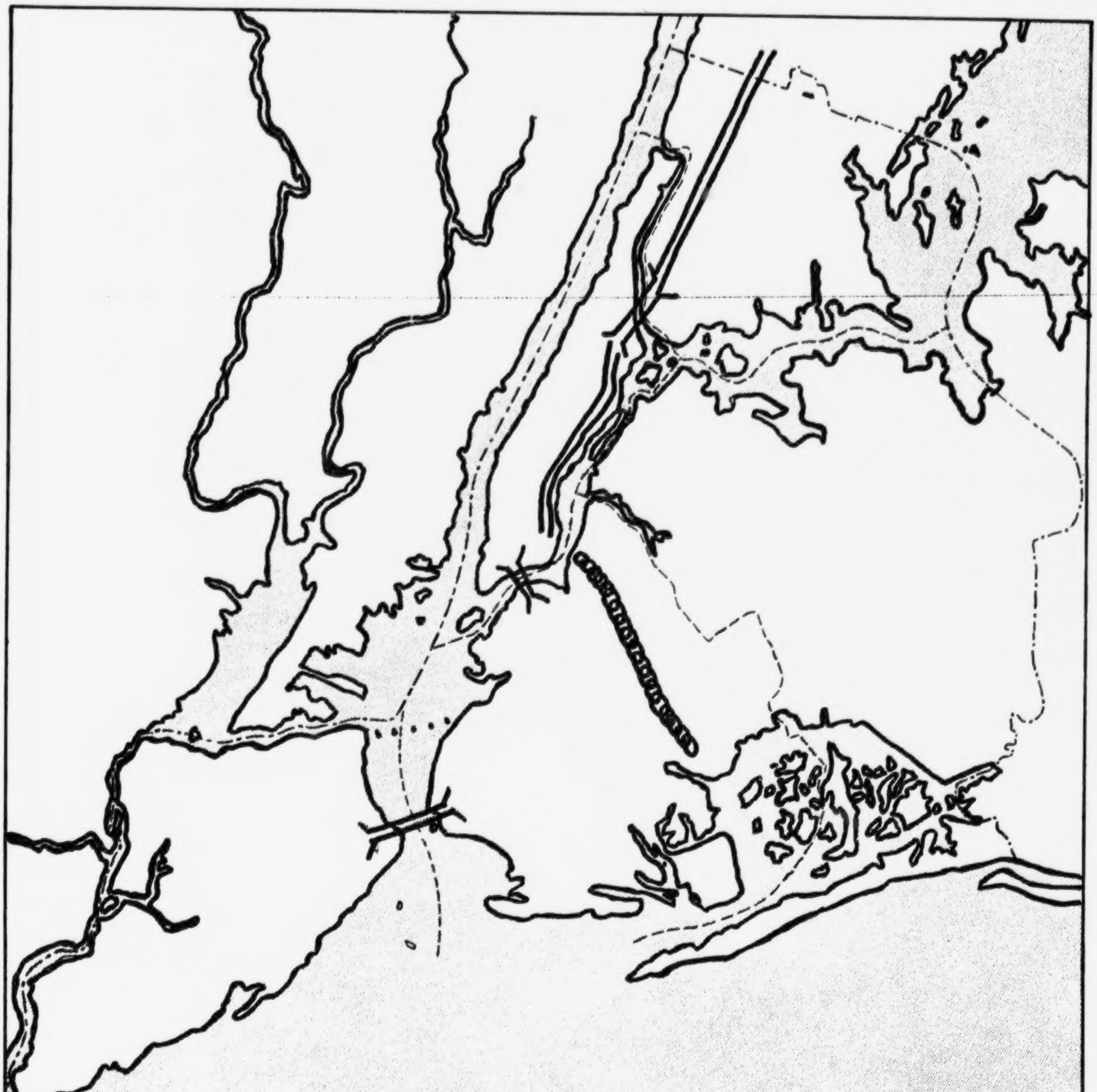
1. On a map of the metropolitan area, projected through an opaque or overhead projector on the chalkboard, help children explore possible transportation routes. Have the children mark where facilities may be built.

How would a person living in Brooklyn get to his job in Manhattan?

Where would you build tunnels and bridges? Why?

On a wall map, draw bridges, tunnels, subways, and highways as suggested by the children.

Cartocraft Desk Outline Map, New York City and Vicinity No. 7059


Key
Bridge
Highway
Tunnel
Railroad
Ferry
Subway
0
2
4
6
8
Scale of Miles

c Denoyer-Geppert Co.

Figure - 22

After experience with pictorial representation, children can be encouraged to develop their own symbols on an outline map (Figure 22). The key can be developed over a period of time. Use different colors to note highways, bridges, tunnels, etc. See How to Read a City Map by Dorothy Rhodes for suggestions.

Compare children's map to commercial maps. Where are similarities and differences? What are possible reasons for differences?

2. Ask children to note TV and radio traffic reports at home.

At what time of the day is traffic generally "heavy"? Why?

What are the names of the routes that are called "heavy"? Locate them on a map of the city.

Discuss the relationship of suburban travel to city transportation facilities. What might be done to improve transportation?

Discuss how radio stations use helicopters to give news of traffic tieups.

Explore alternate routes commuters might use to a terminal in the city.

How might a person influence transportation changes?

What role does government play in transportation?

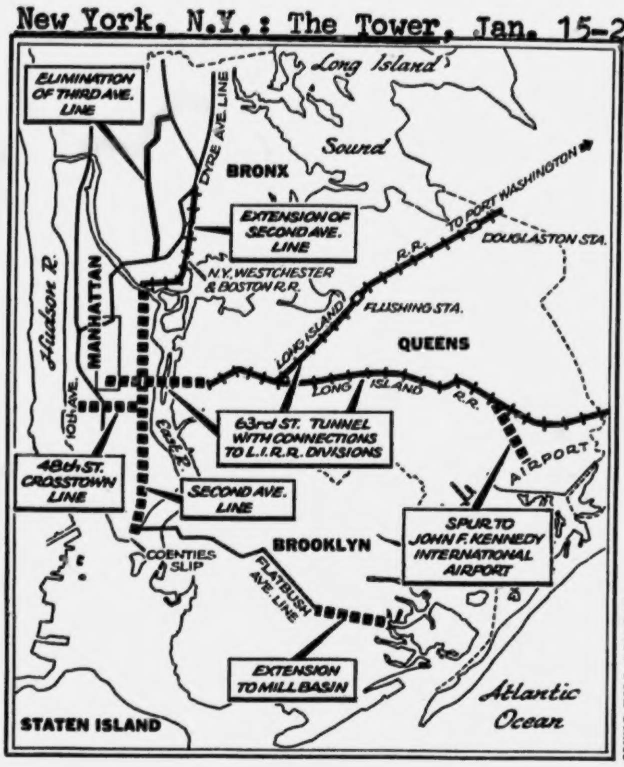
3. Capitalize on a current event which relates to transportation. Discuss a map, such as in Figure 23, projected through an overhead projector. Select the portion of the map which relates to the immediate community.

How will the proposed changes affect the area?

Why are the changes being proposed?

Visit sites in the area to see where changes will take place.

New York, N.Y.: The Tower, Jan. 15-26, 1968


ELIMINATION OF THIRD AVE. LINE
Long Island
Sound
DYRE AVE. LINE
BRONX
EXTENSION OF SECOND AVE. LINE
TO PORT WASHINGTON
R.R.
DOUGLASTON STA.
Hudson R.
MANHATTAN
N.Y. WESTCHESTER & BOSTON R.R.
FLUSHING STA.
LONG ISLAND
QUEENS
10th AVE.
LONG ISLAND R.R.
63rd ST. TUNNEL WITH CONNECTIONS TO L.I.R.R. DIVISIONS
East R.
48th ST. CROSSTOWN LINE
SECOND AVE. LINE
AIRPORT
SPUR TO JOHN F. KENNEDY INTERNATIONAL AIRPORT
BROOKLYN
COENTIES SLIP
FLATBUSH AVE. LINE
EXTENSION TO MILL BASIN
Atlantic Ocean
STATEN ISLAND

UPI

The New York Times

Figure - 23

1968 by The New York Times Company
Reprinted by permission

4. Interview a parent and/or teacher, to find out how he or she travels to work. Ask the following questions:

   Where is your job?

   How do you travel to work?

   How long does it take from home to work?

   How much does it cost?

   Children report the answers to their questions. Tabulate the results and make a chart somewhat as follows:

   TRAVELING TO WORK

Who and Where	How	How Long	How Much
John's father (Brooklyn)	by car	1 hour	60¢ each way
Margaret's father "	by subway	1/2 hour	20¢ each way
Mrs.James - class 2-204	by train	1 1/2 hours	$1.50
Miss Harris - class 2-206	walks	15 minutes	0

   Devise a picture symbol for an hour as a unit of comparison. See Figure 24.

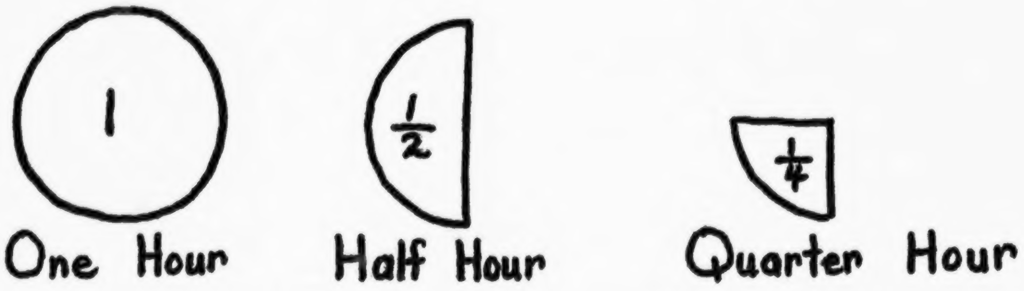


Figure - 24 Picture Symbols of an Hour and Parts of an Hour

   Examine the results and see how many discoveries children can make.

   Why do some parents live so far from where they work?

   Why do some parents spend so much money for carfare?

   Why don't all workers use one means of transportation, etc.

   Help children develop a list of questions for additional information.

   Do you travel faster by subway or car? Why?

   Which mode of travel do you enjoy most? Why?

   What events caused you to arrive at work late?

   Why is it important for you to get to work on time?

5. Post on the bulletin board a Port of New York Authority map showing bus terminals, bridges, and tunnels. Encourage children to plan imaginary trips from one terminal to a destination in New Jersey or vice versa.

   (Later in the year, in connection with the study of Transportation, take the class to a bus or railroad terminal.)

6. Observe traffic at a busy intersection at different hours of the day. Tell what changes have taken place. Why?

7. Mark off streets on the floor of a classroom. Make a number of toy vehicles available to the children (laundry truck, garbage truck, delivery trucks, automobiles, etc.). Help children begin to understand the way in which a truck connects people who are dependent upon one another in the city for services. They will soon see that trucks move in a pattern that is in keeping with their function. Suggested generalizations follow:

   Postal trucks stop at every mailbox.

   Cement trucks move back and forth from the source of cement to the place where the cement is needed.

   Dump trucks (refuse, dirt, sand, gravel) move back and forth from the source to the point of delivery.

8. Develop picture-reading techniques by organizing a "Sherlock Holmes Club." Children play detective in finding and reacting to items in a picture of New York. Develop the skills with the entire class. For example, use picture one, New York Is......John Day Co.

   Step One: Noting Detail. Find seven bridges, two islands, a parkway, some docks, some smokestacks, a park.

   Step Two: Finding the Main Idea. Why are there highways, bridges, and streets? What does this picture tell us about New York City?

   Step Three: Drawing Inferences. How would you get from Brooklyn to upper Manhattan without tunnels, bridges, or highways. What transportation problems might develop?

   Step Four: Making Generalizations. How important are good transportation facilities to life in the city?

   Children able to complete all steps qualify as "Junior Detectives." Devise a reward symbol, such as a badge or certificate, to note success. Lessons of this type can be used as independent activities. Prepare stencils supplying all directions; children can then complete the assignment alone.

What Do You Think?

Imagine that our city's population will continue to grow in the future. How might this affect transportation in the city? (Will there be any changes in elevated trains, use of private cars, sharing taxis, parking regulations, etc.)

V. Leaders and Laws in New York City

Guide children to understand why laws are needed and who helps make and carry out our laws for group living.

A. What is a law?

1. Arouse interest by developing a rule to be followed in the classroom. Imagine what it would be like if everyone in the classroom did as he liked?

   How should we decide how many children can use the library corner (sharpener, science table, etc.) at one time?

   Discuss and record children's suggestions. Formulate a class rule. Vote and implement.

   How and why are the school rules made?

2. Extend interest by talking about an existing law or a proposed law; - driving on the right-hand side of the street, no parking near a fire hydrant, maximum number of people in an elevator, etc.

   Why do we have these laws?

   Who decides what laws to pass?

   Why do people need laws?

   Describe some laws that you obey every day.

   Why are laws changed?

   Are there many (few) laws to follow? Why?

B. How are laws made? What is a representative government?

1. Show a film such as, Our City Government (Film Associates) which describes how a candidate is elected to the City Council and what he does in that post.

   Why don't citizens decide every issue?

   What is a City Council?

   Does New York City have a City Council? Why?

   Why is it better for many men, rather than one man, to decide which laws to pass?

2. Read a book such as I Know a Mayor by Barbara Williams which describes the job of mayor and the responsibilities of the different city departments. Show the diagram in Figure 25. Compare the information on how a law is passed as given in both sources.

   What might happen if one man has all the power?

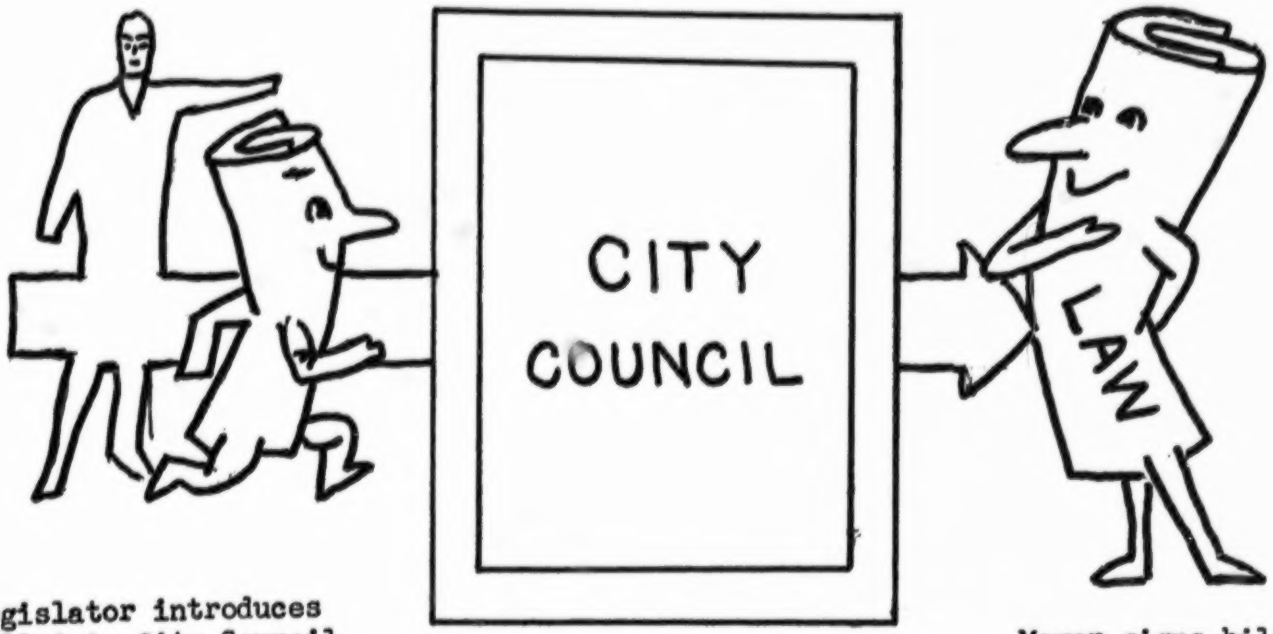
   Why is a budget used?

   How does a mayor decide which of the city's needs are most important?

3. Make a picture chart of leaders in the city government, indicating the names of some of them: (Note that they reflect the pluralistic nature of our society.)

Mayor	President of the City Council	District Councilman	Comptroller	Borough President

Keep the chart posted with news items about each of the leaders.



Legislator introduces bill into City Council

Mayor signs bill into law

Figure 25 Adapted from Tieg et al: Your Towns and Cities, Ginn & Co. 1967

4. Collect news clippings relating to our mayor. Organize them into a scrapbook. Children can write captions or blurbs for each item included. Develop a title, such as, "Follow the Mayor."

   List words that describe a Mayor's job.

   What type of person would make a good Mayor?

   What suggestions do you have for our Mayor?

   List ideas and include in a letter to the Mayor.

5. Play excerpts from a tape (teacher-recorded) of a City Council hearing broadcast over station WNYC. Select a topic of interest to the children - e.g., the need for a new library.

   Listen to the persons who are against the idea of a new library. What reasons do they give? Take an anti-library role.

   Listen to those who want a new library. What reasons do they give? Take a pro-library role.

   What would the parents' association of our school think of the proposal? Why?

   Why do you think the City Council broadcasts its open meetings?

6. Develop discussion techniques through a discussion of a city emergency. Pupils learn to agree, disagree, and add to points made by classmates.

C. How is an election conducted?

1. Elect a Mayor and/or Class Council to formulate rules for various classroom activities. Candidates tell why they want to be chosen and make promises. Use secret ballots.

   Why do we use a secret ballot?

   Why is each person allowed only one vote?

   Why do we follow the idea of majority rule?

   What can the losing candidate do to be elected next time?

2. During a campaign (primary or regular) collect leaflets distributed by candidates. Display them and discuss what the candidates promise.

   Which parties are named?

   Where are the local party headquarters located? (Note on a map of the community.)

3. Invite a parent or other adult active in local politics to describe the activities of the party and the mechanics of voting. Urge adult resource people to bring illustrative materials to enhance the visit.

   How does the work done at the party headquarters affect people who live in the neighborhood?

   Who has the privilege of voting?

   When and where are elections held? (Use a calendar to find the national election day - the first Tuesday after the first Monday in November.)

   Discuss ways children can be active in elections.

   Develop an experience chart using highlights of the visit.

4. Compare the voting procedures in Figures 26, 27 and 28.

   What are the similarities and differences in the voting procedures pictures?

   Which system provides the greatest privacy?

   What are some advantages of using machines?

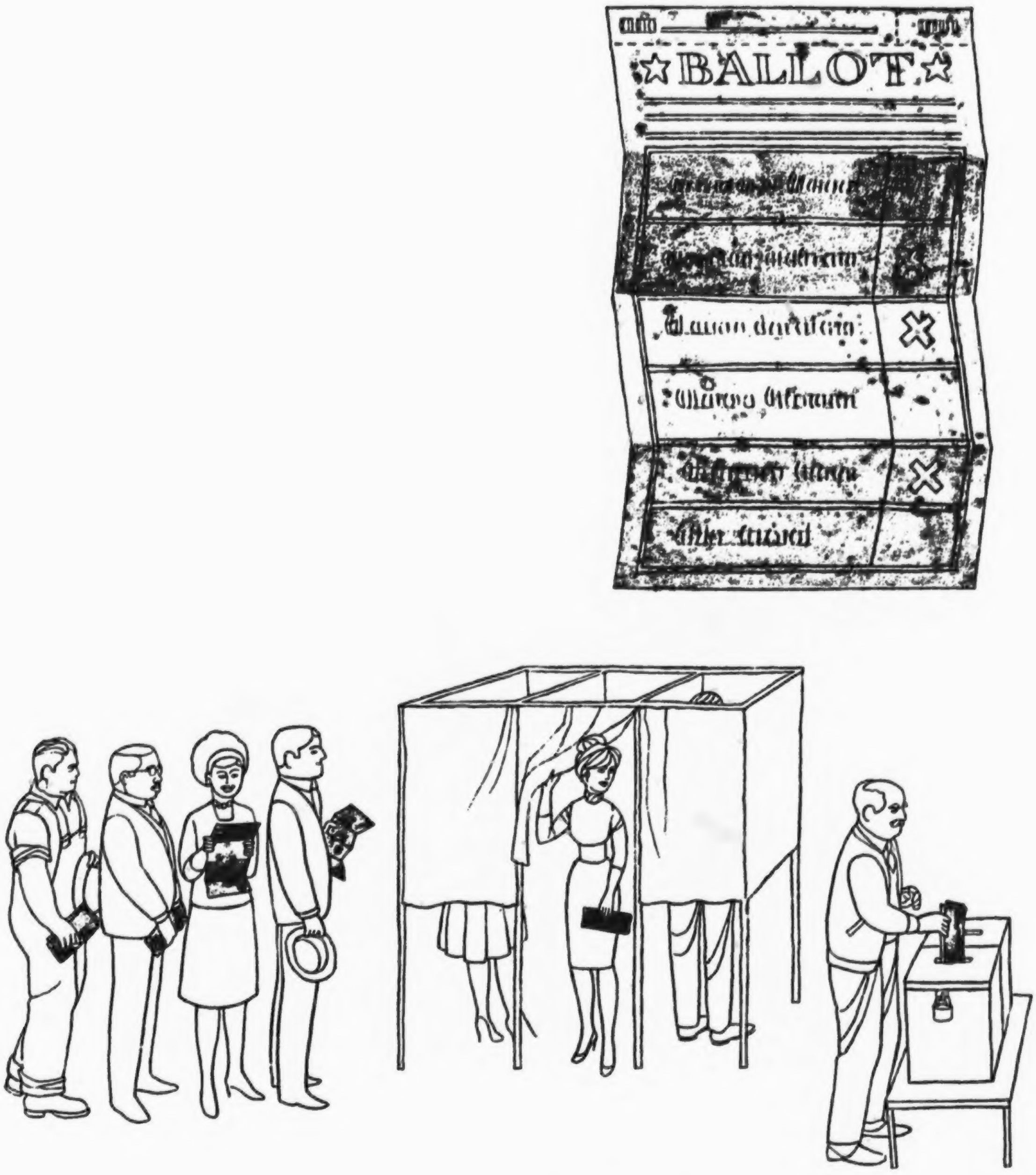
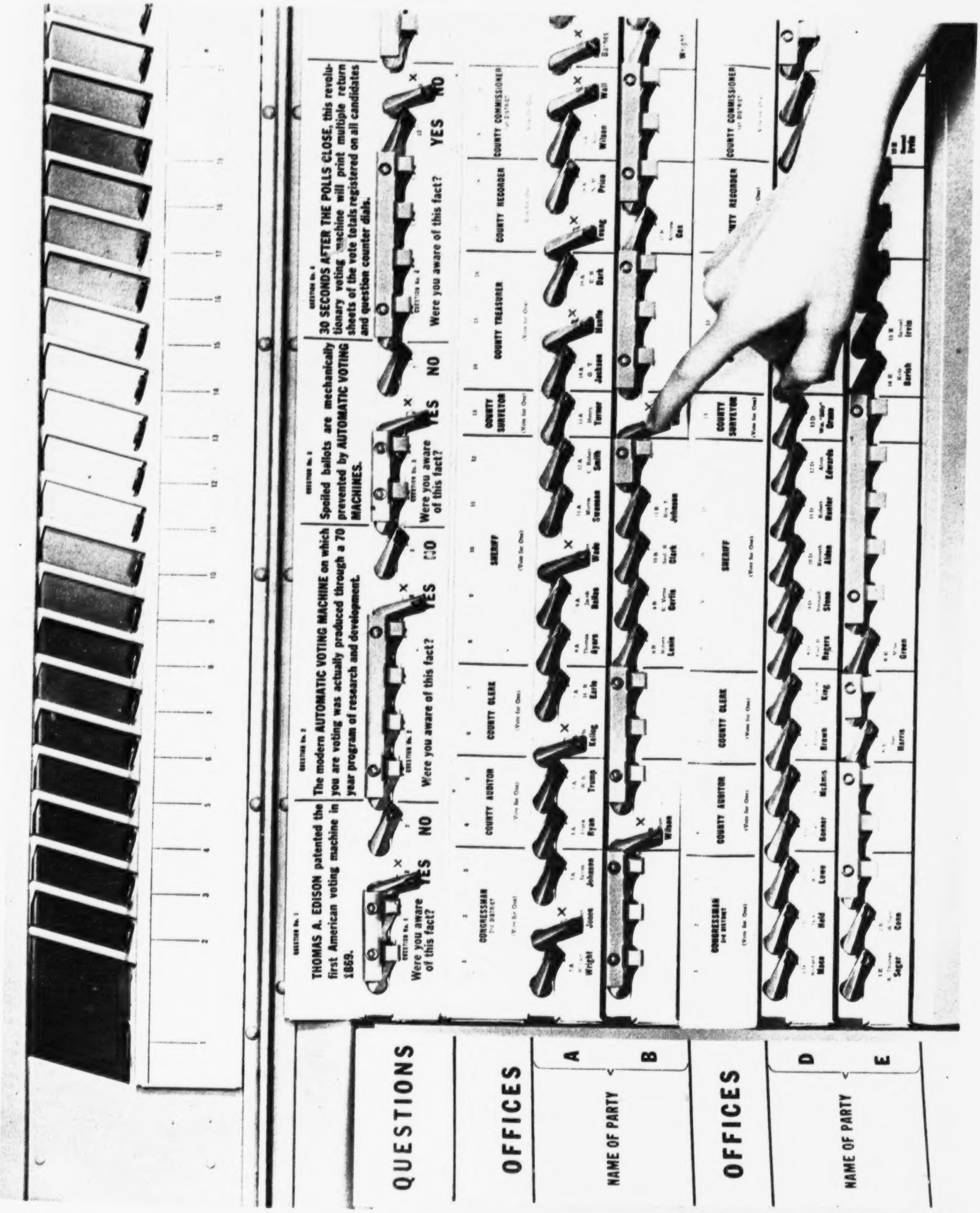


Figure 26

Radlauer and Radlauer: What Is a Community?
Illustrated by N. Kay Stevenson
Elk Grove Press, Inc., Los Angles, California, 1967



THOMAS A. EDISON patented the first American voting machine in 1869.

The modern AUTOMATIC VOTING MACHINE on which you are voting was actually produced through a 70 year program of research and development.

Spoiled ballots are mechanically prevented by AUTOMATIC VOTING MACHINES.

30 SECONDS AFTER THE POLLS CLOSE, this revolutionary voting machine will print multiple return sheets of the vote totals registered on all candidates and question counter dials.

Were you aware of this fact?

QUESTIONS
OFFICES
NAME OF PARTY
A
B
OFFICES
NAME OF PARTY
D
E
YES
NO
CONGRESSMAN
COUNTY AUDITOR
COUNTY CLERK
SHERIFF
COUNTY SURVEYOR
COUNTY TREASURER
COUNTY RECORDER
COUNTY COMMISSIONER
Wright
Jones
Johnson
Ryan
Trump
Kellog
Earle
Ayers
Ballas
Wade
Swanson
Smith
Turner
Jackson
Manfe
Dark
Young
Price
Wilson
Wall
Barnes
Wilson
Lenin
Gerlis
Clark
Johnson
Cox
Wright
Mace
Held
Lowe
Bonner
McAmis
Brown
King
Rogers
Stone
Alden
Hunter
Edwards
Crane
Segar
Conn
Harris
Green
Barish
Irvin
Irvin

Figure 27

Automatic Voting Machine Corp.

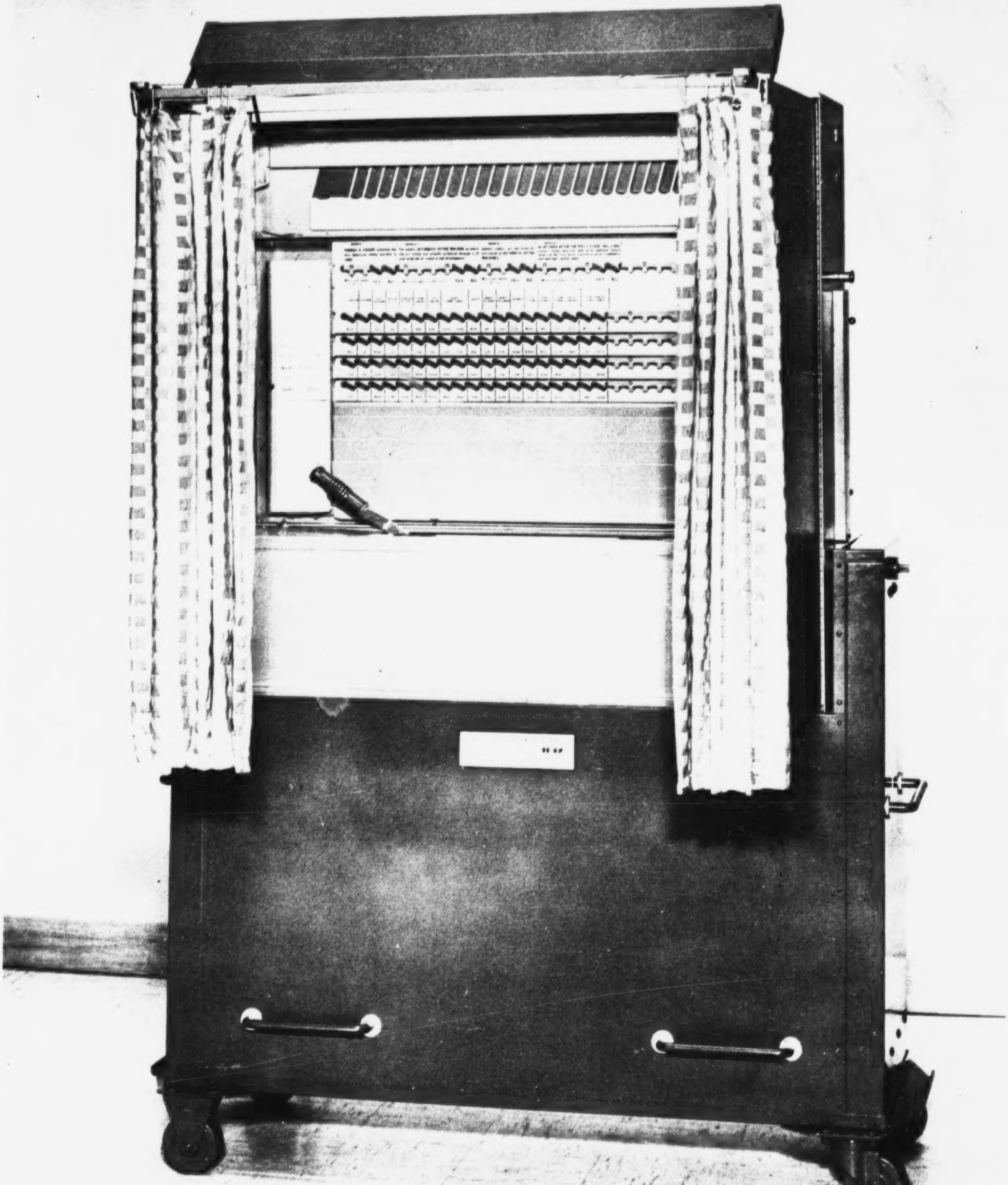


Figure 28

Automatic Voting Machine Corp.

D. Public Opinion - What Do You Think?

1. What is a minority?

   Discuss a problem related to the class to determine majority and minority opinion. How can the rights of a minority be protected? What is the best way for a minority to make its wishes known?

2. Ask children to listen to metropolitan news reports on radio or TV.

   What problems were discussed last night?

   What city leader was interviewed?

   Indicate the current event on the chart described above.

3. Follow news accounts of a proposed government service - a new bridge, tax, subway, school, building, highway.

4. Write a class letter to the Mayor or other city official asking for and/or making suggestions for a solution to a local problem observed by the class-dirty streets, double parking, etc.

5. Read The Picture Life of Martin Luther King, Jr. by Margaret Young which describes one man's approach to protests.

   Why did he feel that some of the laws were wrong?

   What is the Nobel Peace Prize? Why was it given to him?

   Define non-violence. Why was it chosen as a means of protest?

   What is his dream?

   What can be done to help the dream come true?

6. What are rights and responsibilities?

   a. The right of assembly is coupled with responsibilities. An example of a responsibility is the adherence to the law which requires a parade permit for the use of the roadway (street) of the city. (This permit is secured from the Police Department.)

      Why is it necessary to secure a permit before conducting a parade?

      What does "freedom of assembly" mean? Why are people sometimes arrested?

   b. Reread The Picture Life of Martin Luther King, Jr. by Margaret Young. Pages 11-14 and 22-27 refer to laws; opinions about existing laws, responsibilities under existing laws, and attempts to change laws are discussed.

      What were the laws in the south regarding schools, service in public places, and riding in a bus?

      What was the relationship between the law and Mrs. Parks? (Page 22)

      What action was taken to change the law?

7. Note from news reports and/or collect pictures, books, and leaflets illustrating ways of expressing opinions. Include sit-ins, write-ins, meetings, boycotts, marches, and picketing. Use Figures 29 through 33.

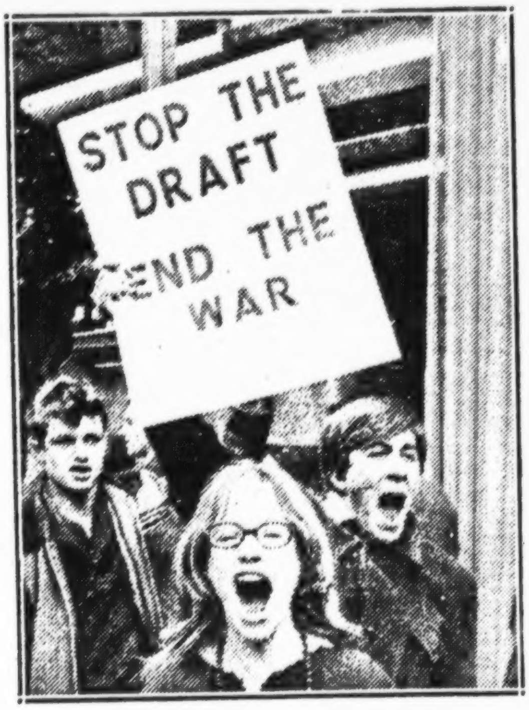

STOP THE
DRAFT
END THE
WAR

Figure 29 Courtesy The News, New York's Picture Newspaper
February 4, 1968

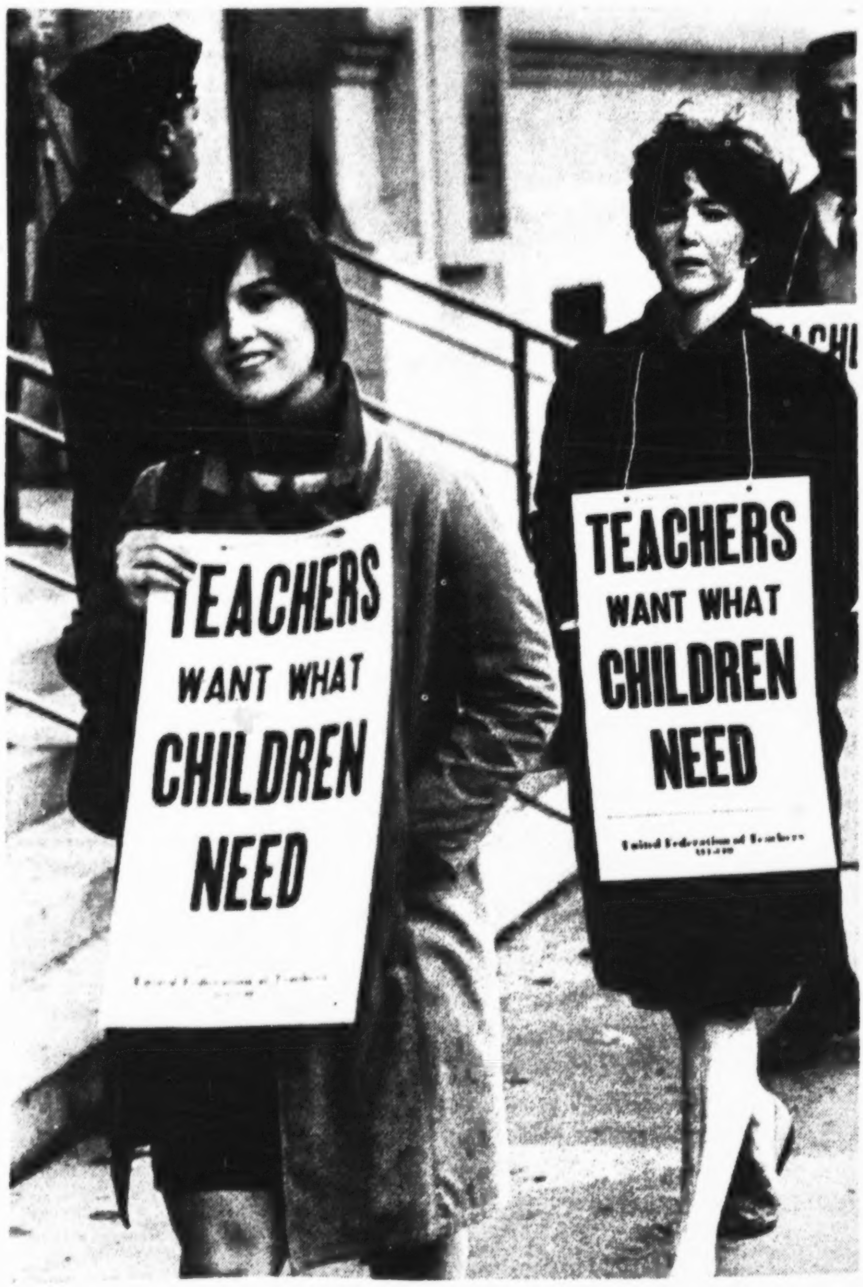
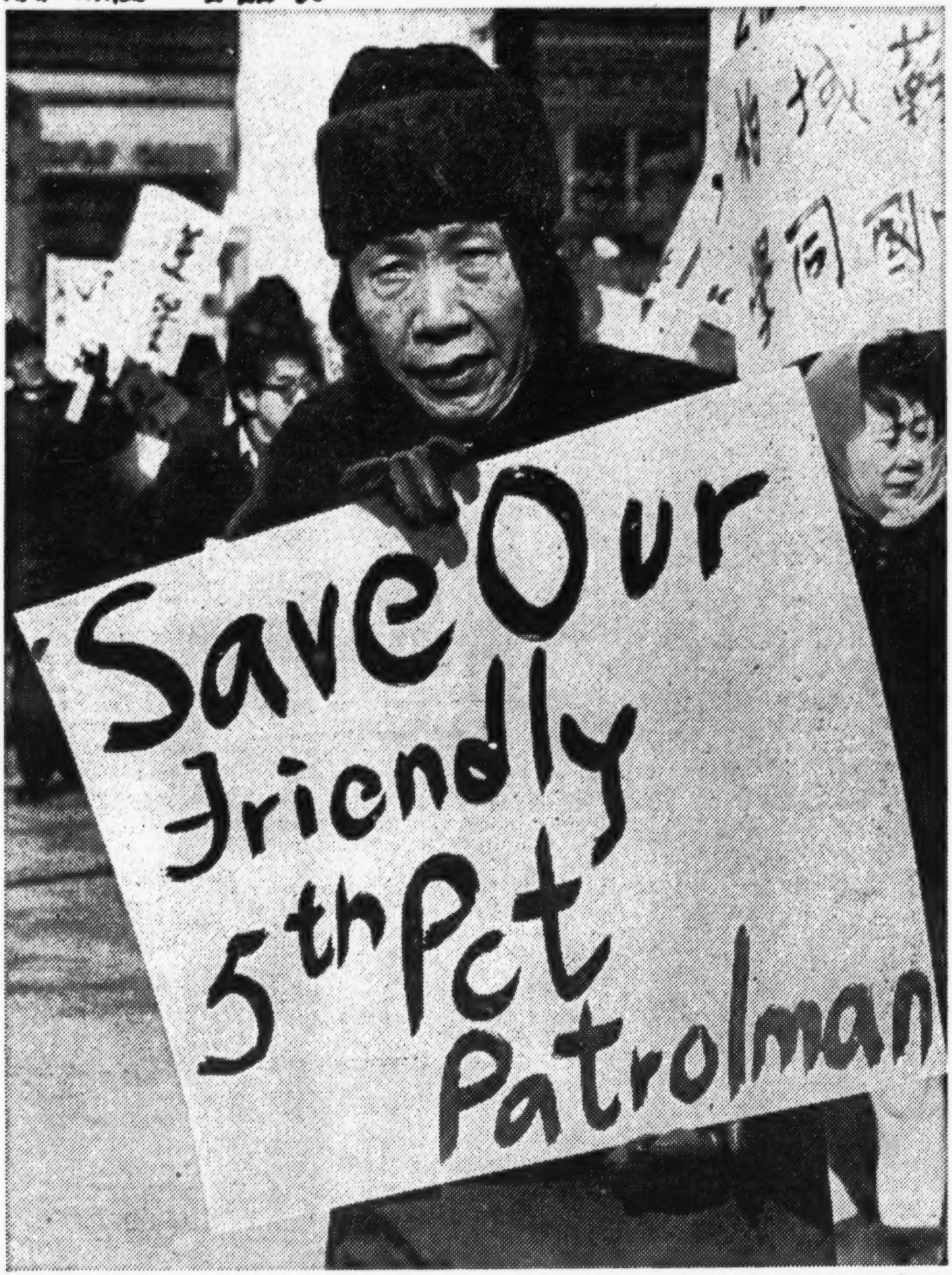

TEACHERS
WANT WHAT
CHILDREN
NEED
TEACHERS
WANT WHAT
CHILDREN
NEED
United Federation of Teachers

Figure 30 Fred De Van

N.Y. Times 2-22-68

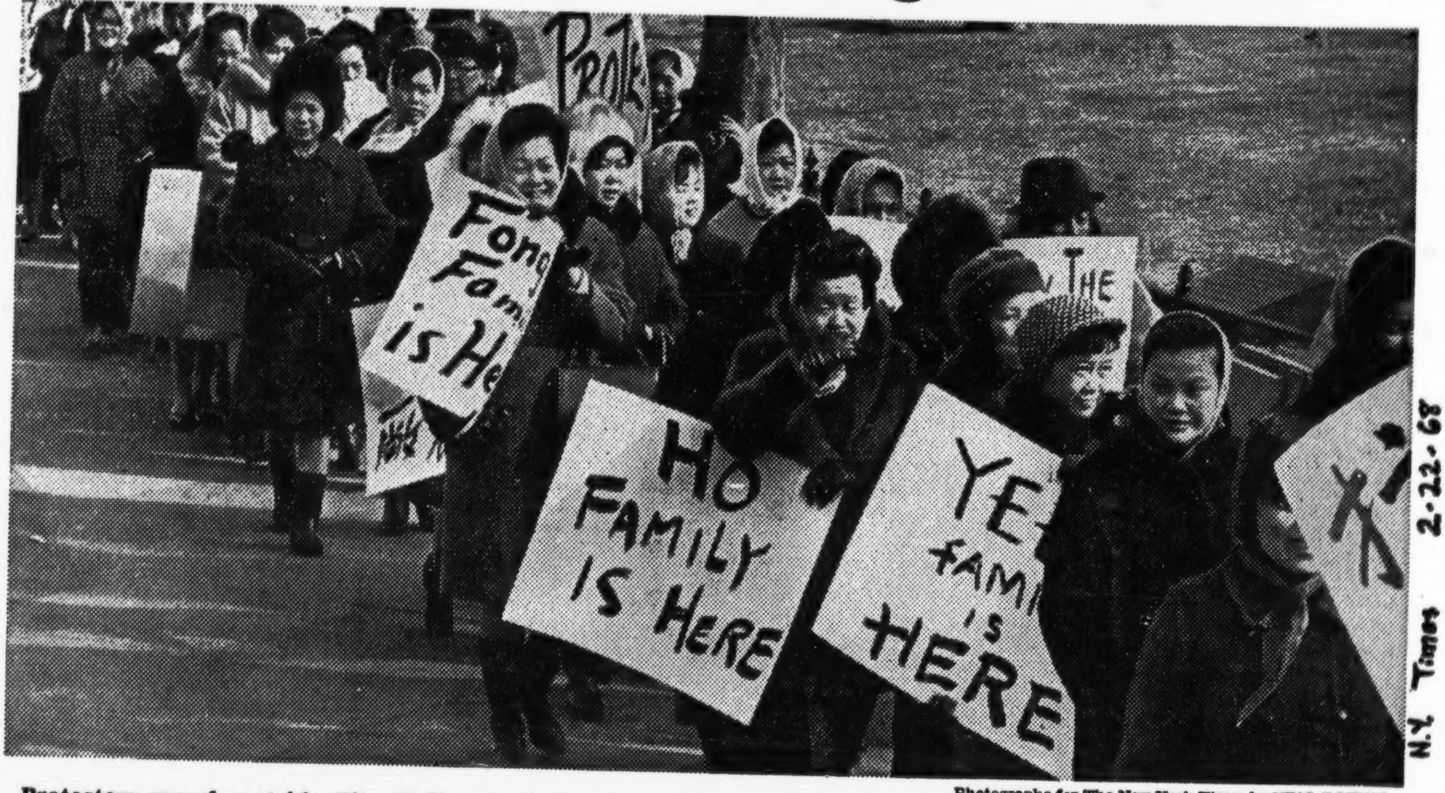

Save Our
Friendly
5th Pct
Patrolman

One of the residents of Chinatown who took to the streets yesterday to protest against proposed plan to close the Fifth Precinct police station. The station serves the area.

Figure 31

Courtesy The New York Times
February 22, 1968

Chinatown Protests Plan to Merge 2 Precincts


Prote
Fong Fam is He
HO FAMILY IS HERE
YE FAMI IS HERE
THE

N.Y. Times 2·22·68

Photographs for The New York Times by NEAL BOENZI

Protesters march outside City Hall. Members of most of Chinatown's family associations joined demonstration.

Figure 32

Courtesy The New York Times
February 22, 1968

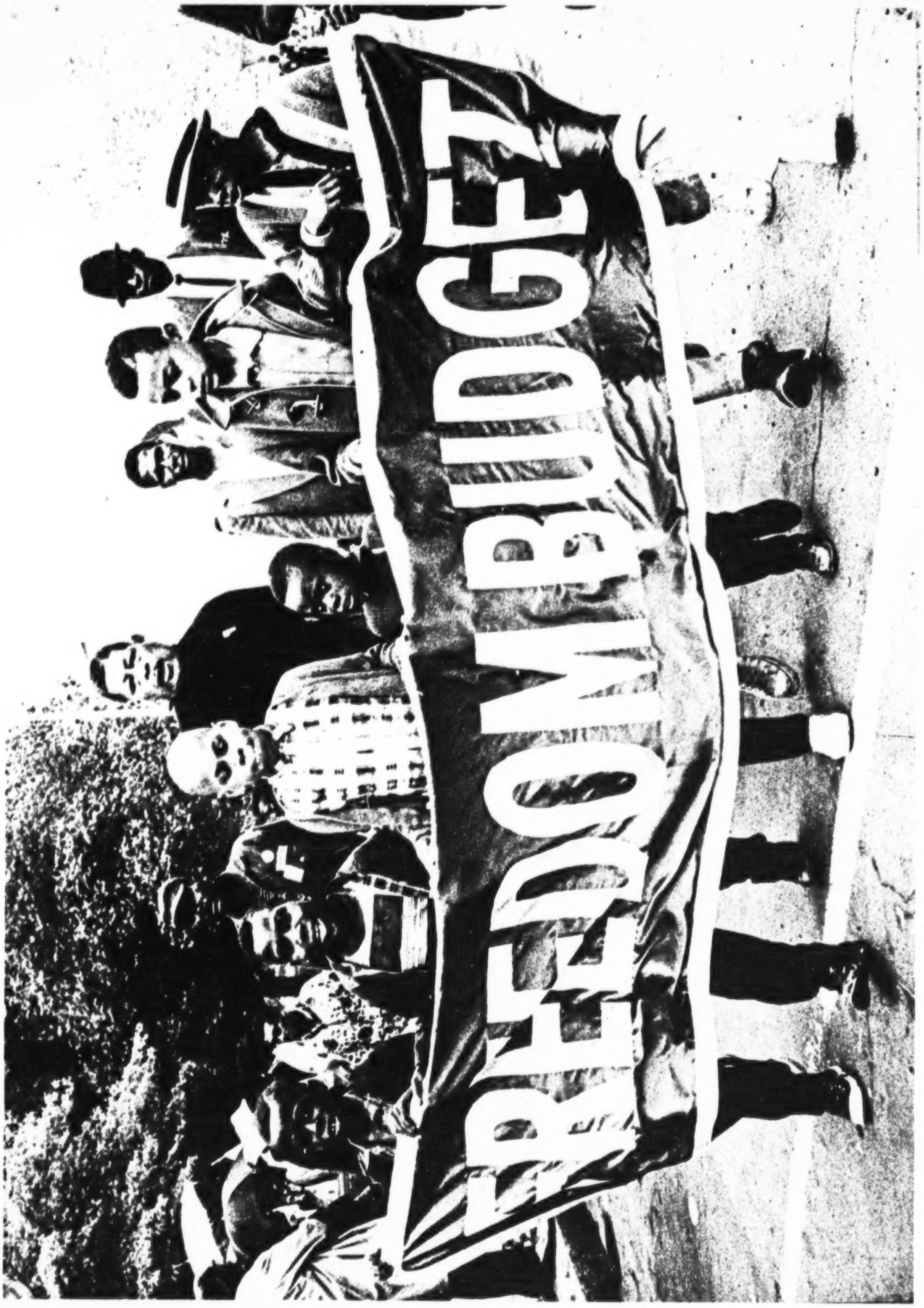


Figure 33

- Reprinted by permission of NEW YORK, NEW YORK.
  (c) 1968, Random House, Inc.

Picture - New York Post Photograph by Gummere
(c) 1968, New York Post Corporation

How and why are they protesting?

How do you feel about the different ways protests are made?

If a group of citizens believes a new law is necessary, how can it try to have the law passed?

If a group of citizens believes a law to be unfair, how can it have the law changed?

Why should all people be interested in city affairs?

Describe occasions when you've seen people active in city affairs.

E. What is a volunteer?

1. A discussion of people active in community life will lead to an exploration of the role of volunteers. Campaign workers, scout leaders, VISTA and PEA volunteers are examples. Discuss the activities involved in Figures 34 and 35. See also, lesson 9, Our Working World: Neighbors at Work, "Volunteers in the Neighborhood."

   Why don't volunteers charge a fee for their services?

2. Interview a volunteer working in the school or community.

   What kind of work is being done?

   How did she become interested in helping others?

   Why is she volunteering her services?

   How does the Parents Association serve the school?

She might work to help elect the person she thinks should be on the city council.

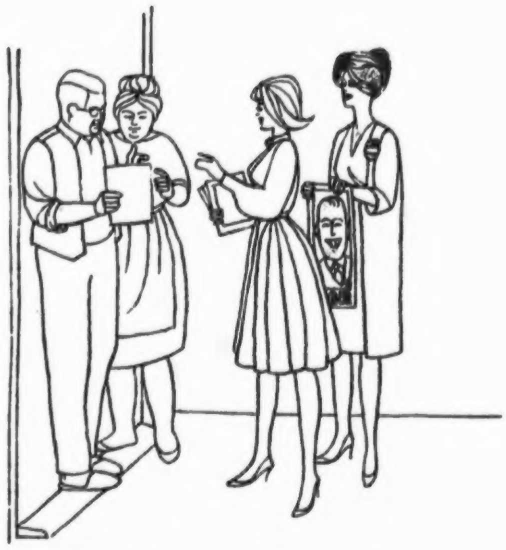


Figure 34 Radlauer and Radlauer: What Is A Community? Elk Grove Press, 1967

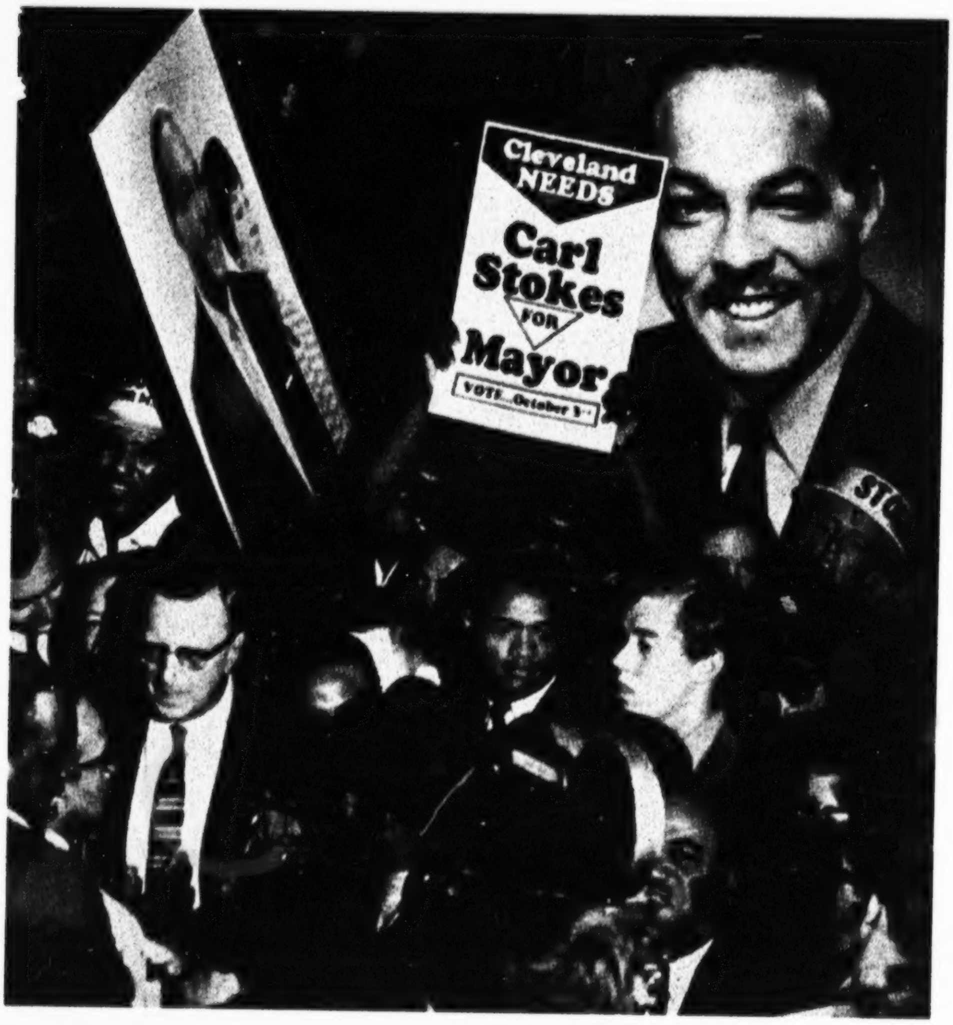


Figure 35 J. Edward Bailey III
Life, October 13, 1967

F. Who are our leaders?

1. Help children select one leader in New York City for an in-depth study - e.g., Bronx Borough President Herman Badillo (see Figure 36). Assist them in a class research project to find out as much as possible about him.

   Organize committees to gather information from different sources - a newspaper committee, a TV committee, a library committee, etc.

   Write to his office for background information.

   What schools did he attend?

   What does he like most about his job?

   What does he think is New York City's most outstanding problem?

   How does he keep close contact with people in his borough?

   How can children help him in his work?

Bronx Borough President Herman Badillo visits IS 52 to talk to students about the importance of cultural pride and education.

Figure 36 Board of Education: New York City Education, 1968

What Do You Think?

Why do we need rules and laws?

What are good ways of making your opinions known?

What kind of person makes a good leader?

Why are 'rights' coupled with 'responsibilities?'

VI. How the City Gets Its Public Services: Water

A. What are public (and private) services?

1. Collect pictures for a bulletin board display of services available in the city. Help children organize them into private services (barber, painter, dentist, etc.) and public services (fireman, teacher, librarian, etc.)

   Why are some jobs called private services?

   Why are some jobs called public services?

   What does "public" mean?

   What does "private" mean?

   What might happen if each family is responsible for providing its own public services, e.g., putting out fires?

   How does a person pay for public services?

   How does a person pay for private services?

   Help children trace their activities during a typical day. When are public and private services involved? Add to the initial list.

   See Lesson 10, Our Working World: Families at Work, "Government in the Neighborhood."

B. How does the city gets its water?

1. Read Let's Look Under the City by Herman and Nina Schneider (#66-28-008).

   Why does the city government need to provide water for all the people?

   Who pays the cost of bringing water into the city?

   Have the children study the composite diagram in Figure

   How many ways for family use of water do you see?

   How many ways for business use?

   How does the city government use water?

   Trace the water pipes. Which is the water main?

   What would happen if there were a break in the water main?

   Help children trace the route of our water supply. Trace the sequence from the map. (See Figure 37.)

   What is the original source of the water?

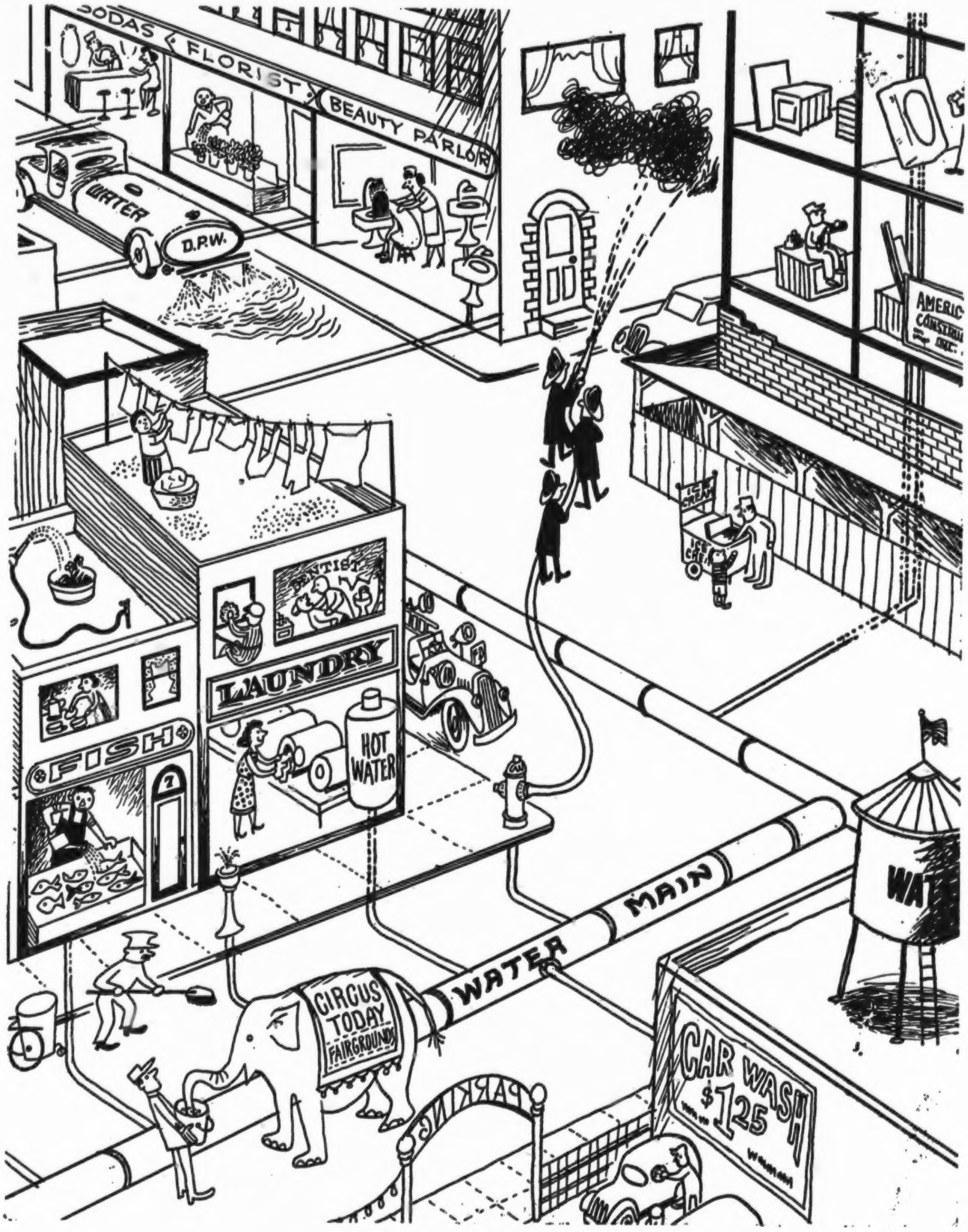
   How is it stored?

   How is it transported?

   How is it purified?

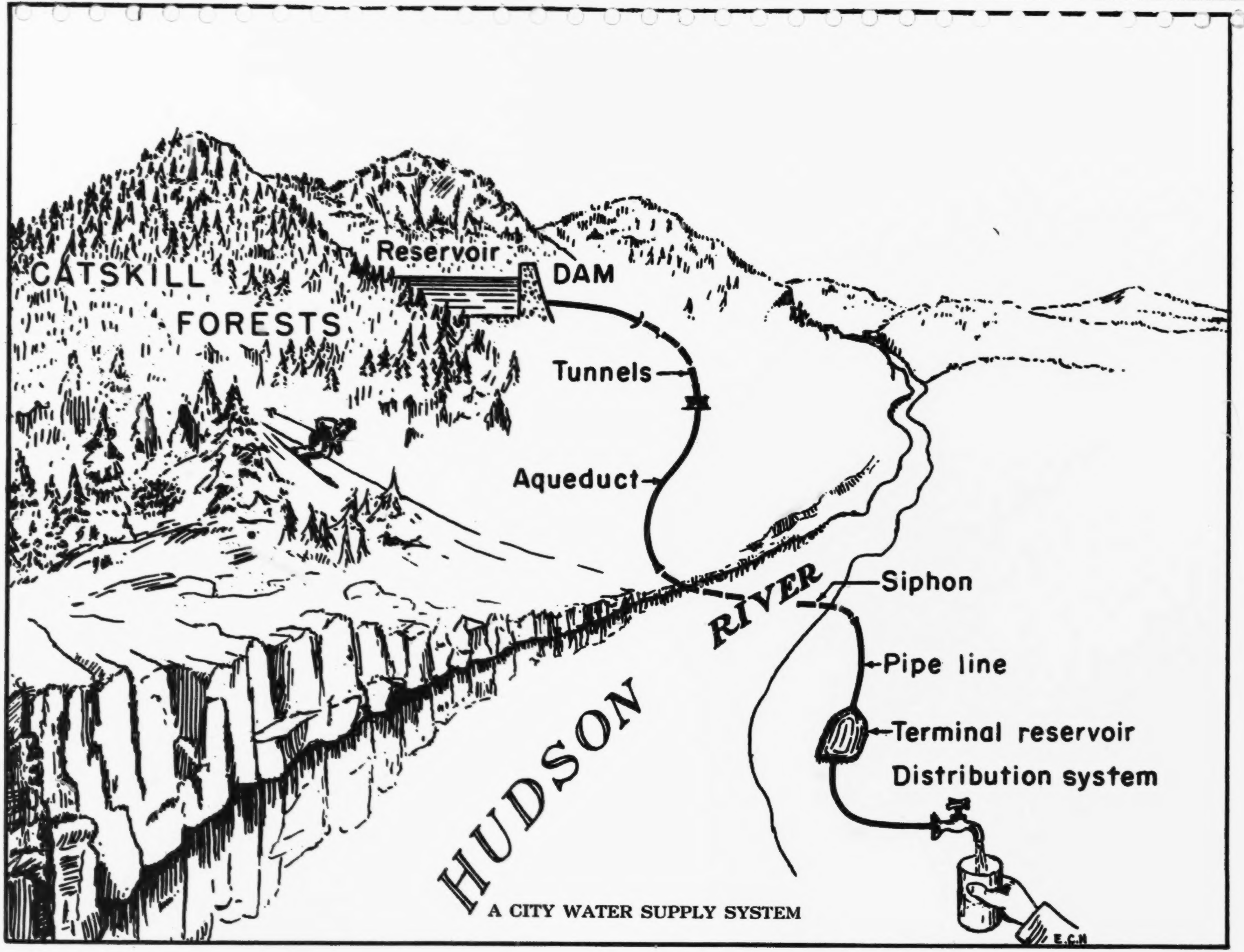
   How is it pumped?

   How does it reach the sink at home or in our classroom?


SODAS
FLORIST
BEAUTY PARLOR
WATER
D.P.W.
ICE CREAM
AMERIC CONSTRU INC.
DENTIST
LAUNDRY
FISH
HOT WATER
WATER MAIN
CIRCUS TODAY FAIRGROUNDS
PARKING
CAR WASH $1.25
WAT

From Let's Look Under the City by Herman and Nina Schneider. Young Scott Books, 1954. Used with permission.

Figure 37


Reservoir
CATSKILL
DAM
FORESTS
Tunnels
Aqueduct
Siphon
RIVER
Pipe line
HUDSON
Terminal reservoir
Distribution system
E.C.H

A CITY WATER SUPPLY SYSTEM

Figure 38

2. Use the map in Figure 38 to help children draw inferences on interdependence.

   Why is it important for city people to have mountains, trees, and farms nearby?

   How can rain water be stored until we need it?

   Do we have storage places in our city (reservoirs)?

   Ask your parents to help you find out how water is collected underground.

   How does this water get into the water system?

   Why is it important to keep lakes, rivers, and reservoirs clean?

   How do all the communities in the water supply system depend on one another for an adequate supply of good water?

3. Take the children to a local reservoir. Before the trip, read the descriptions of a water system in Let's Look Under the City, page 15. Plan to build a model of a water system starting with the reservoir. The reservoir is connected by a pipeline to a water purifying building where pumps send the water through many filters. It then moves to a basin with purifier fountains. The water is now clean enough to be sent to homes, schools, factories, and other buildings.

   Discuss a water shortage.

   What causes a water shortage?

   Is there anything people can do to make rain or snow?

   What can people do in their own homes to help save water when it is in short supply?

   What can factories, farmers, and sanitation departments do?

   Discuss water pollution.

   Why is polluted water (define and demonstrate) bad for plants and animals that live in water?

   If plants and animals are killed by polluted water, how does that affect people?

   What happens when there are too many detergents in water? Too much waste matter?

   Why is water supply the problem of many communities?

   How is water featured in the news today?

4. Summarize the understandings by showing a film Water for the City (Film Associates).

   Name some uses for water.

   Why (and how) is water cleaned?

   What is a water meter? How is water paid for in New York City?

   Describe the functions of wells, dams, pumping stations, and filtering plants.

Help children select books from the school library pertaining to the topic. Assist them in comparing information gained from all sources.

5. Similar studies can be made of other public utilities - electricity, telephone and gas.

6. Develop a mural to show the activity taking place under the city. Cardboard cylinders, as found in rolls of paper towel, can represent water mains. Heavy twine may be used to represent telephone and electric cables.

What Do You Think?

Why should people be concerned about water pollution?

How can people help city government keep water clean?

How can we be sure that there is enough water available for the growing number of people in New York City?

VII. Eat Your Way Around the World in New York City

A. How much food is needed to feed New Yorkers?

1. Build an understanding of the immense volume of food needed for the city by focusing on situations in which large numbers of people are usually found.

   What would you need if you were to go shopping for food for your family dinner? How much fruit, meat, fish, vegetables, bread, milk, and ice cream would you need?

   What would your shopping list be like if you were planning a dinner for all the children in our class? How much would you need?

   How many loaves of bread are used in the school lunch program in one day? One week? One month? One year?

   Describe what it is like to see a televised picture of people watching a ball game at Shea stadium. How many frankfurters would be needed so that everyone there could have one?

   Try to imagine how much food is needed to feed the city for a particular period of time.

2. Pick one type of food to tell about. (Refer to Grade One, Theme C.) Make a roller movie of different kinds of foods - where each is grown and how it is shipped to market. (See Figure 14.)

3. Walk to a local food store to see how foods arrive, how they are displayed, and how they are sold. Take pictures for a class picture file.

   How do city people depend on farmers?

   How do we all depend on transportation for food? What happens, for example, if a big storm delays the arrival of milk trucks? How are trucks and trains involved in food deliveries?

   How many kinds of food trucks do you see? Why are refrigerated trucks used for long trips?

Describe the use of "piggyback" containers that are lifted from truck to train and back to truck without being opened.

B. How much variety is found in eating habits?

1. Use the filmstrip Food in the City (HPI) to help children discover that the city must provide a wide variety of foods to suit differences in food customs. Although the filmstrip has an accompanying record, the teacher might use the filmstrip without the record and substitute her own questions developed from the teacher's guide. Use Frames 19-37.

   Why are some foods considered "strange" or "unusual"?

   How can "strange" foods become "familiar"?

   Why do people who are not Chinese like to eat Chinese food? Repeat the question referring to other specialized foods.

   How do the signs (in Frame 34) help you to know what a bodega is?

   Ask a resource person to suggest foods that may be found in a West Indies or Caribbean market.

2. Make a list of some favorite foods of the children. Start with those commonly known as "American," but soon many foods of different cultures may be added to the list.

   hamburgers
   frankfurters
   doughnuts
   French fried potatoes
   spaghetti
   pizza
   ravioli
   papaya
   chow mein
   chopped liver
   bagels
   bacon and eggs
   guava jelly
   fish 'n chips
   sauerkraut
   and others

   Develop the list into a food wheel reflecting the influence of different cultures. See Figure 39.

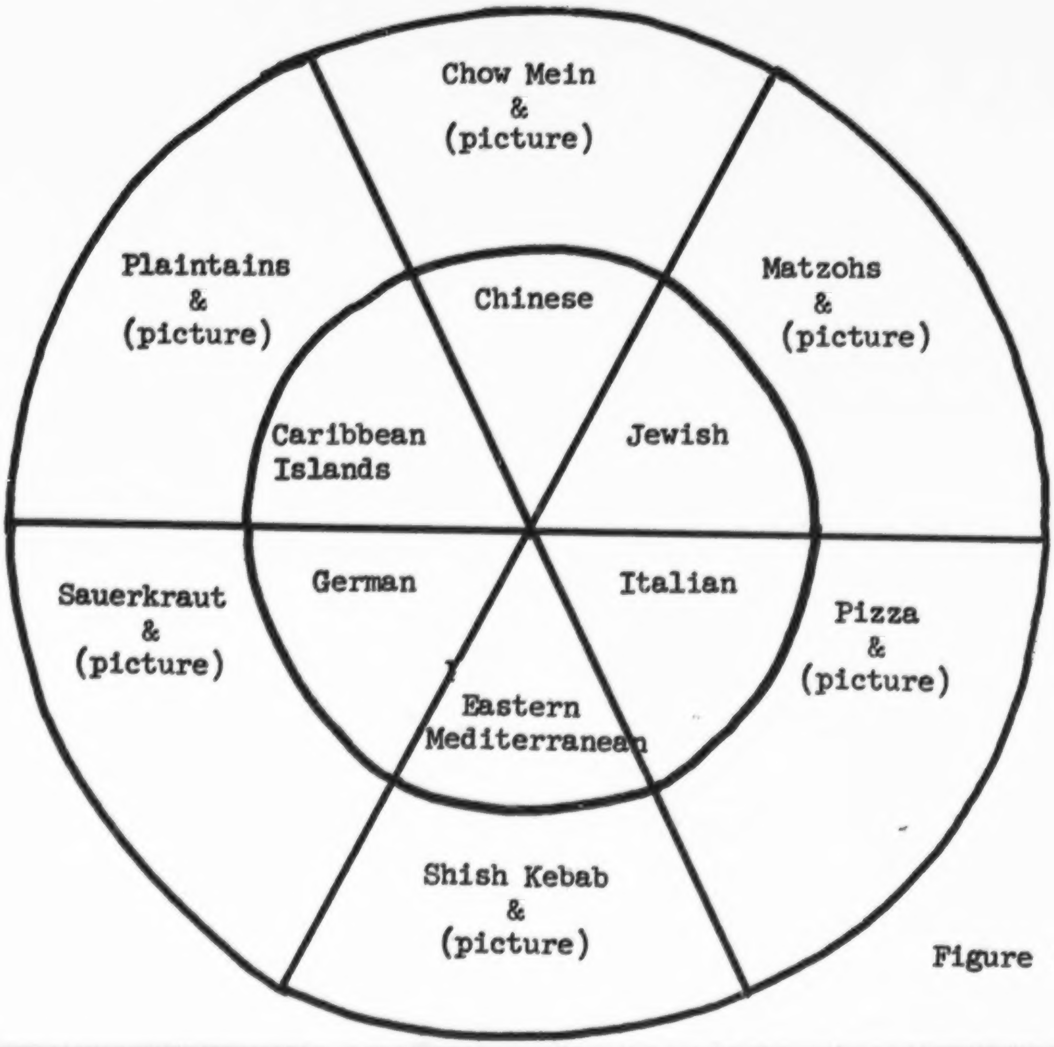

Chow Mein & (picture)
Chinese
Plaintains & (picture)
Caribbean Islands
Matzohs & (picture)
Jewish
Sauerkraut & (picture)
German
Italian
Pizza & (picture)
Eastern Mediterranean
Shish Kebab & (picture)

Figure 39

3. Although there are differences in eating customs, there are also similarities. Develop this idea by tracing the use of one food by various cultural groups, e.g., bread. What is the "bread" of different ethnic, religious, national, or regional groups? See Figure 40.

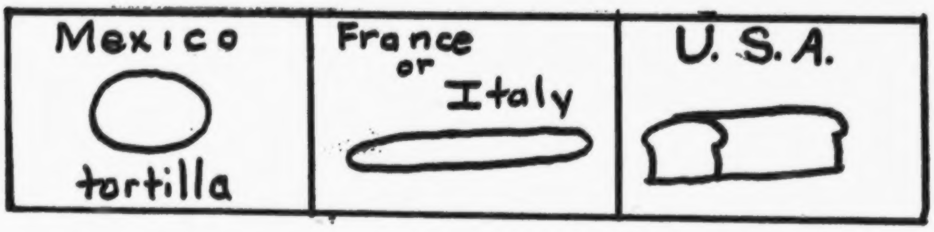


Figure 40

Trace the use of rice.

Spanish	Chinese	Southern American
(picture)	(picture)	(picture)
Paella	Plain Boiled Rice	Cow Peas & Rice

4. Read "Kenny Learns About Food and Mothers" in Kenny and Jane Make Friends by Elizabeth Vreeken.

    What did Kenny learn?

    What can you learn when you taste new foods?

5. Help children continue to explore the variety of foods available in the city by focusing upon the restaurants that reflect different national customs.

    Survey the neighborhood to note sample restaurants. Locate them on a map of the neighborhood.

    Refer once more to the Classified Telephone Directory. Look for pages in the Restaurant Guide. In addition use other sources such as CUE magazine and restaurant guides in newspapers.

        List some of the nationalities given in large-size type in the ads: French, Spanish, Japanese, Mexican, Dutch, etc.

        What does this tell you about the people who live in New York City?

        Would people who are not Italian go to an Italian restaurant? Why or why not?

        When have you visited a restaurant of a particular culture (not your own)? Tell us about it.

        Make a display of menu cards.

6. Plan a food festival in connection with United Nations Week.

    Invite parents to help plan an international menu for parents and children.

    Parents, teacher, and children look over some menus and recipes and select items for the food festival menu. See recipes in Toward Better International Understanding, pp.112-113, and United Nations Cookbook by Barbara Kraus. Be guided also by the parents' food specialties.

Duplicate the recipes used for the festival and have children prepare attractive covers for the menu.

Decorate the classroom for the international festival with flags, pictures, and realia of the countries being highlighted.

Teach songs of the cultures represented in the festival. Ask parents to sing along, and also to teach songs to the class. (Songs suggested in Hi Neighbor Series.)

Play one or two games of the represented cultures.

7. Plan to set up a restaurant in class. What kind will it be? Let the children pick a cafeteria, luncheonette, or restaurant with waiter service.

   Invite the school dietician or a parent in the restaurant field to describe how food is purchased in quantity; what the standards of a good restaurant are; what Board of Health regulations must be observed.

   Children may ask questions about the work done by the chef, the salad man, the short-order cook, the waiters, the manager, etc.

   Dramatize the operation of the restaurant. Post a menu with prices. Children may enjoy hearing the special codes for ordering: "BT down" for bacon and tomato sandwich on toast, and so on. Help children develop codes for other favorites.

   With more mature children, talk over the owner's handling of money. How does he know how much to charge for each dish? What expenses does he have? Why does the owner put some of his money into the bank? Refer to suggested activities in Families at Work: Our Working World, Lesson 21, on going into the bakery business.

What Do You Think?

What facilities are needed to transport the volume of food necessary to feed New Yorkers?

Why do people like food which is "their own" and food of other cultures?

VIII One City, Many Communities

The study of differences in food customs will lead to an interest in many national, religious, and ethnic groups that live in New York City - Spanish, Jewish, Irish, Afro-American, etc. Plan to visit some representative communities.

A. What are the communities found in our city?

1. Read to class My Dog is Lost by Keats and Cherr. Have children listen to learn of neighborhoods visited by Juanito as he looked for his dog. Make a map showing neighborhoods visited by Juanito in his search for Pepito -- Park Avenue, Little Italy, Harlem, Chinatown, etc.

   Which of the following statements are facts taken from the story? How can you prove a statement is true? Not true?

   There are many, many people in New York City.
   There is a variety of people in New York City.
   All people in New York City are friendly.
   All people in New York City are helpful.
   All New Yorkers speak both English and Spanish.
   Few New Yorkers like dogs.

   List the places Juanito visited or passed in the city.

   Which would you find in Puerto Rico?

   Which were new to Juanito?

   grocery store
   meat market
   laundromat
   bank
   playground
   movie house
   subway entrance
   skyscrapers

   Tell us some of the words or phrases used by the author to tell how a newcomer may feel in the city - 'miserable,' 'lonely,' 'missed,' 'frightened,' 'tried not to cry,' 'help him,' 'understood,' etc.

   Start a list of communities in New York City.

2. Use the filmstrip, Signs We Know (HPI) to increase children's awareness of communities in the city. Frames 14-30 highlight signs on stores in Hebrew, Italian, Spanish, and Chinese.

   Which signs are known to you?

   Where are they found in the neighborhood?

   Why are signs made in different languages?

   What does this tell you about our city?

   Note children's ability to see when the foreign language message is repeated in English. Why is this done?

   Add to the list of communities found in New York City.

   Take a neighborhood walk to note instances of signs found in two languages.

3. See Our Growing City by Buckley and Jones. Chapter 10, "Many People from Many Places" highlights additional groups represented in the city. Help children identify each group. Add to the list of communities developed in the above lessons. (Many communities contain several ethnic and nationality groups. Don't give children the impression that all communities discussed are homogeneous.)

4. Elicit from the children the diversity represented in the class.

   Invite parents or grandparents to come to class and tell about the community in which they were born, and why they came here.

   Ask them to tell what their first impression was of New York City. What did they like and what did they not like about their new home?

   Ask each child to make an illustrated story of his family or of a family he read about in a story. Why does each family have a different story?

5. Write a cooperative story about the class and its many backgrounds. (The following is an actual example.)

OUR CLASS STORY

Once upon a time there was a second grade class in P. S. 196, Brooklyn that had 30 children.

They were very nice children. Some children had black hair and brown eyes. Some children had blond hair and blue eyes.

There were boys and girls with dark skin and boys and girls with light skin. The girls were pretty and the boys were handsome.

The children all looked different, but they were really very much alike. They all liked to play and eat, and sleep, and have fun, and go to school.

At home, some of the parents talked in Spanish, in Italian, in English or in Jewish. The mothers and fathers came from many far-off places.

Some parents came from the South. A few came from England. Many mothers and fathers were born in Puerto Rico. Some came from far-off Russia.

No matter where the children's parents had come from, they all wanted the same things. They loved their children and were happy to see them learning so many things at school.

6. Make a survey of the languages spoken at home by the parents and grandparents of the children.

   Ask children to teach the others a phrase of greeting in another language. Write the phrase on a chart, giving the language and the country of origin.

   Add to the list the languages and native countries of other members of the school staff.

   Help children to understand that people around the world speak many languages, but all people say similar things in their conversations.

   Bring in foreign-language newspapers; ask children to bring some. What kind of news does each paper tell? Essentially, the news is the same in all languages.

7. Invite a parent, grandparent, or other resource person to tell about life in another community and how it differed from that of the children's community.

8. Make up a flannel-board story of the city and its people speaking many languages, practicing different religions, having many customs. Two examples follow:

   Chinese in New York. There are about 30,000 Chinese, most of whom live in Chinatown. There is a Chinese Museum which describes the folkways and religious customs. There are five Chinese-language newspapers. Most Chinese work at food, clothing, laundry, and other services or in the tourist stores in Chinatown, but many work in offices and banks and some are ministers, lawyers, doctors, scientists and teachers.

   Chinese New Year's Day is on the first day of the first moon between January 21 and February 19. How do they celebrate?

   Italians in New York. There are many Italians living in small communities in all the boroughs. They have their own food stores and restaurants, and celebrate their religious customs in their own way. Each section has its patron saint whose feast day is usually celebrated in carnival fashion for a week.

   Note: New York is rich in foreign language-speaking groups. More than two million New Yorkers are foreign-born; another million can speak a second language even though they are native-born. United Nations personnel and foreign visitors add to the number of foreign-language speakers.

9. Develop an understanding of pride in one's cultural heritage, e.g., the modern American Indian's sharing of dances and customs of various tribes. Meetings are held at the McBurney YMCA on the fourth Saturday of each month at 7 P.M. The meetings are open to the public. (See Figure 41)

   Read the article with the children.

   What activity is being shown?

   Where does the meeting take place? Locate the site on a map of the city.

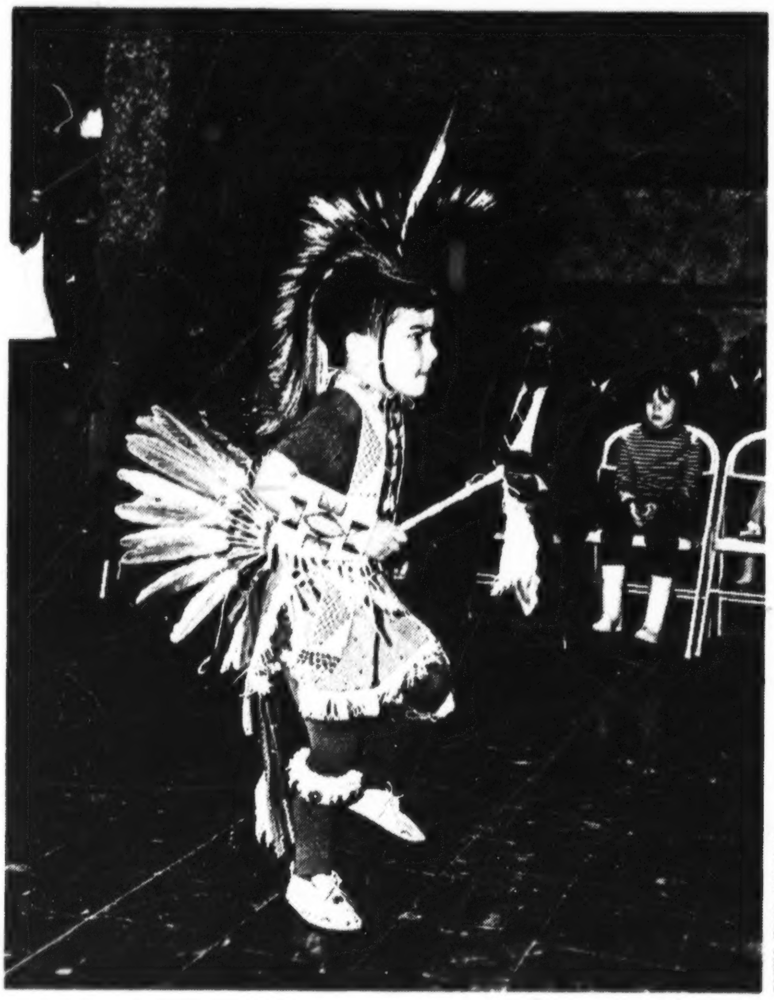
   Why do you suppose the meetings are held?

   Define "pride." How and why is it important?

   What activities have you participated in which help to develop pride?

   (Other examples are noted in figures 42 and 43 .)

Powwow



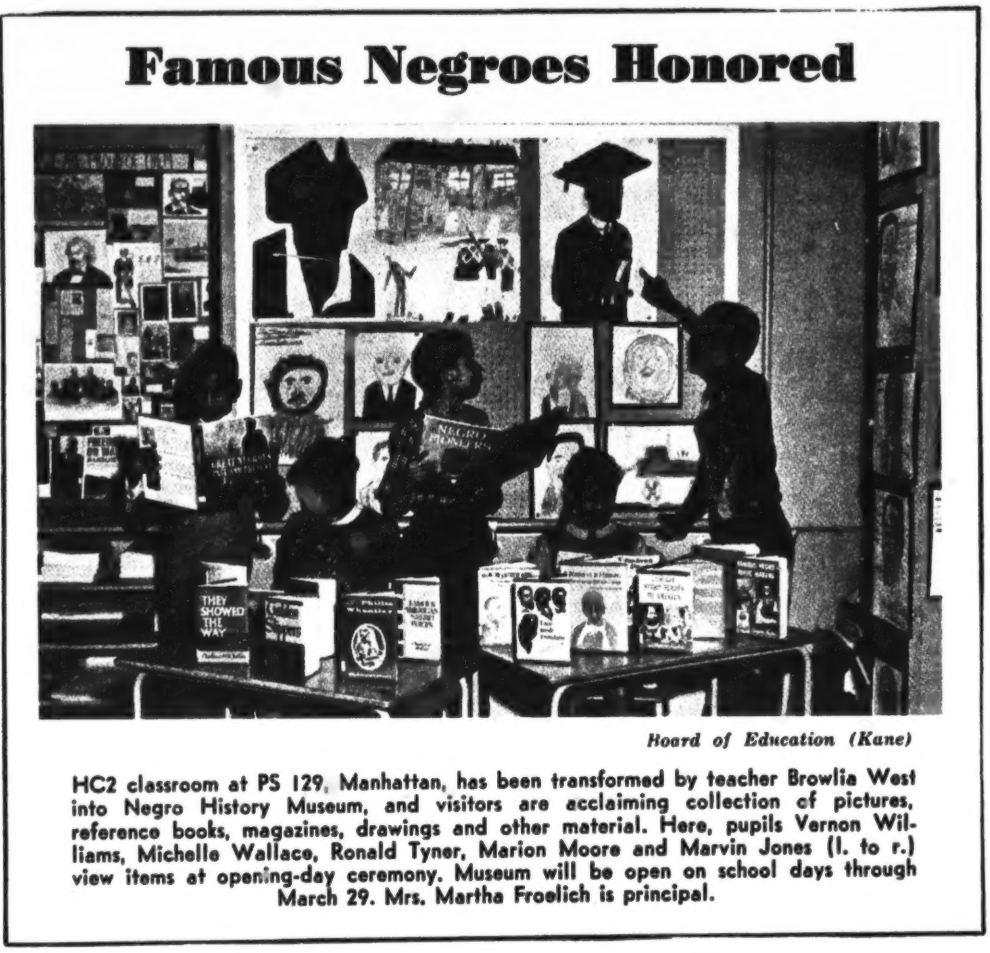
The New York Times

Every month there is an Indian powwow at the McBurney YMCA on West 23rd Street in Manhattan. Indians from many tribes including the Cherokees, Hopis, Mohawks and Senecas gather to compare dances and customs. Stephen Smith, a young Indian brave, is part Creek and part Kiowa Indian. He is performing a stomp-dance.

Figure 41

New York, New York — The Tower
Random House, New York, April 22- May 3, 1968

Figure 42


THEY SHOWED THE WAY

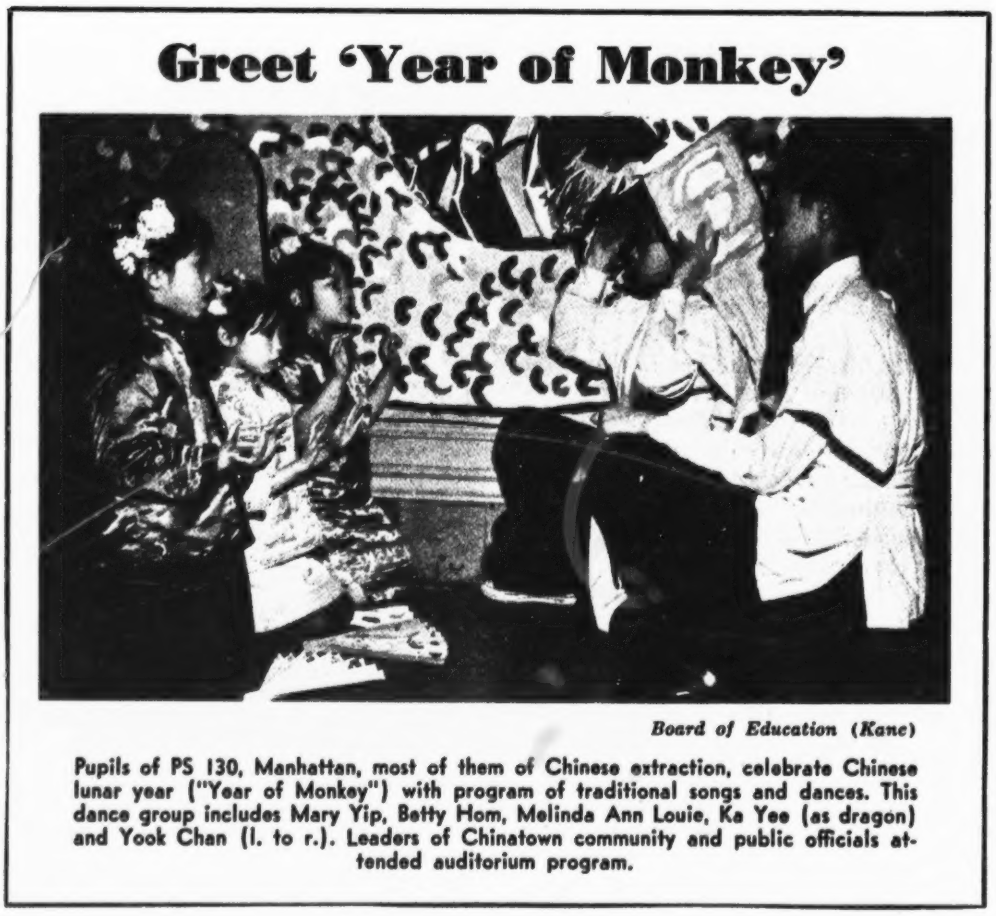
Famous Negroes Honored

Board of Education (Kane)

HC2 classroom at PS 129, Manhattan, has been transformed by teacher Browlia West into Negro History Museum, and visitors are acclaiming collection of pictures, reference books, magazines, drawings and other material. Here, pupils Vernon Williams, Michelle Wallace, Ronald Tyner, Marion Moore and Marvin Jones (l. to r.) view items at opening-day ceremony. Museum will be open on school days through March 29. Mrs. Martha Froelich is principal.

Board of Education, New York City, Staff Bulletin

Figure 43



Greet 'Year of Monkey'

Board of Education (Kane)

Pupils of PS 130, Manhattan, most of them of Chinese extraction, celebrate Chinese lunar year ("Year of Monkey") with program of traditional songs and dances. This dance group includes Mary Yip, Betty Hom, Melinda Ann Louie, Ka Yee (as dragon) and Yook Chan (l. to r.). Leaders of Chinatown community and public officials attended auditorium program.

Board of Education, New York City, Staff Bulletin

B. How have all groups helped to make New York City a great city?

1. Start a correspondence with a class at P.S. 197 Man. Ask the youngsters at 197 to explain why their school was named for John Russwurm. This activity might involve many schools in the city. The following partial listing reflects the importance of the various groups in our society.

P.S. 126 Manhattan	Jacob Riis School
P.S. 154 Manhattan	Harriet Tubman School
P.S. 161 Manhattan	Fiorello H. LaGuardia School
P.S. 163 Manhattan	Alfred E. Smith School
P.S. 256 Brooklyn	Benjamin Banneker School
P.S. 268 Brooklyn	Emma Lazarus School
P.S. 88 Queens	Seneca School

2. Note the location of communities under study on a map of New York City. Choose one community for in-depth study. The community should be different from that in which the class resides.

Arrange intervisitation between classes. Each group, in turn, plays host and explains how the community was settled and the country of origin of many settlers.

Correspondence can be established and samples of pupil work exchanged. This may include booklets, creative writing, trips, maps, historical sites in the community, housing, ways of having fun, paintings, drawings, etc.

Special attention might be given to children's reactions to problems in their community and city; personal involvement tends to heighten interest and provides a true picture of the city as the child sees it.

Develop questions for research which will guide the children in their study. Consider the following samples.

From what country (countries or parts of the U.S.) did the residents come? Locate the area on a globe and flat map.

Why did they come to America?

What do they like about New York City?

What would they change?

Who are famous people in the community?

Which families have been New York City residents for years or generations? Why do they remain?

Compare the results of the community study. How does the other community compare to ours? How is it the same (different)? What problems are the same (different)? How are the people the same (different)?

3. Post news items on a Current Events bulletin board that deals with our pluralistic society.

Columbus Day - October 12
Pulaski Day - October 11
Frederick Douglass' Birthday - February 14
Chinese New Year
Puerto Rico Discovery Day - November 19
St. Patrick's Day - March 17
American Indian Day - 4th Friday in September
Leif Ericson - October 9
and many others

4. Collect names of New Yorkers that show many cultural backgrounds - ball players, children in the class, the staff of the school, government officials.

5. Gather magazine or newspaper pictures for a bulletin board titled "People" or "New Yorkers All." The pictures should reflect the pluralistic nature of our society. Highlight similarities in people by a question, such as "What do all of the people pictured have in common?"

6. Help children make stick puppets dressed in various national costumes to reflect ethnic and national groups being discovered in their experiences.

7. Read a library book about the Statue of Liberty as a symbol of freedom, opportunity, and international friendship.

   What is a symbol?

   What other symbols do we know that show we are all Americans? New Yorkers?

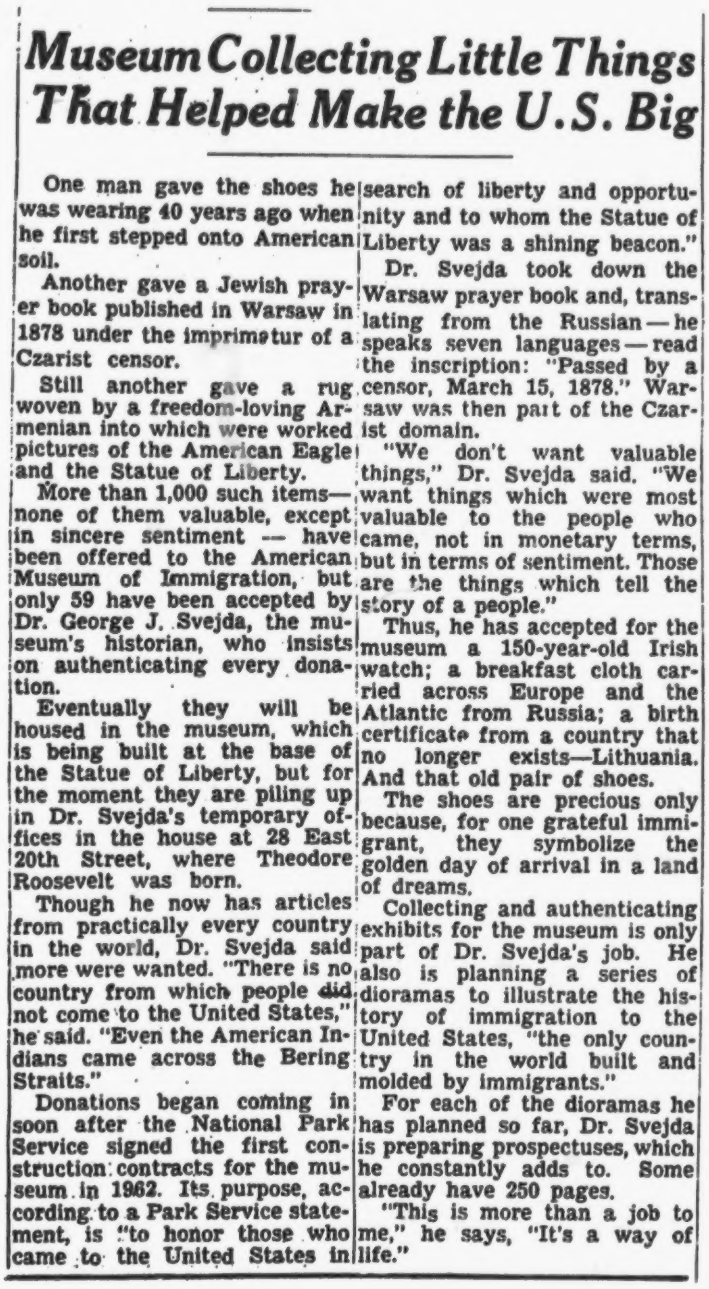
   Where is the Statue of Liberty?

   Why was it placed in the harbor?

   How would it look if we were just coming to the city for the first time on board ship?

8. Read the story of Jacob Riis, an immigrant who became influential and helped others in the city to have beauty and recreational opportunity. (The Story of Mulberry Bend by William Wise, #71-02-486.)

9. Read sections of the news item on the following page to the class.



Museum Collecting Little Things That Helped Make the U.S. Big

One man gave the shoes he was wearing 40 years ago when he first stepped onto American soil.

Another gave a Jewish prayer book published in Warsaw in 1878 under the imprimatur of a Czarist censor.

Still another gave a rug woven by a freedom-loving Armenian into which were worked pictures of the American Eagle and the Statue of Liberty.

More than 1,000 such items—none of them valuable, except in sincere sentiment — have been offered to the American Museum of Immigration, but only 59 have been accepted by Dr. George J. Svejda, the museum's historian, who insists on authenticating every donation.

Eventually they will be housed in the museum, which is being built at the base of the Statue of Liberty, but for the moment they are piling up in Dr. Svejda's temporary offices in the house at 28 East 20th Street, where Theodore Roosevelt was born.

Though he now has articles from practically every country in the world, Dr. Svejda said more were wanted. "There is no country from which people did not come to the United States," he said. "Even the American Indians came across the Bering Straits."

Donations began coming in soon after the National Park Service signed the first construction contracts for the museum in 1962. Its purpose, according to a Park Service statement, is "to honor those who came to the United States in search of liberty and opportunity and to whom the Statue of Liberty was a shining beacon."

Dr. Svejda took down the Warsaw prayer book and, translating from the Russian — he speaks seven languages — read the inscription: "Passed by a censor, March 15, 1878." Warsaw was then part of the Czarist domain.

"We don't want valuable things," Dr. Svejda said. "We want things which were most valuable to the people who came, not in monetary terms, but in terms of sentiment. Those are the things which tell the story of a people."

Thus, he has accepted for the museum a 150-year-old Irish watch; a breakfast cloth carried across Europe and the Atlantic from Russia; a birth certificate from a country that no longer exists—Lithuania. And that old pair of shoes.

The shoes are precious only because, for one grateful immigrant, they symbolize the golden day of arrival in a land of dreams.

Collecting and authenticating exhibits for the museum is only part of Dr. Svejda's job. He also is planning a series of dioramas to illustrate the history of immigration to the United States, "the only country in the world built and molded by immigrants."

For each of the dioramas he has planned so far, Dr. Svejda is preparing prospectuses, which he constantly adds to. Some already have 250 pages.

"This is more than a job to me," he says, "It's a way of life."

Thursday, June 2, 1966

(c) 1966 by The New York Times Company.
Reprinted by permission.

Questions for Inquiry and Discovery

Why would the people living all over the United States want to have a Museum of Immigration?

What is meant by the statement in the article:

> "There is no country from which people did not come to the United States. Even the American Indian came across the Bering Straits."

Recall with the children how New York City is the crossroads of people arriving from other lands.

What does immigration mean? Do you know anyone who has just moved here from another place? Is he or she an immigrant?

How does each community benefit from having immigration?

10. Take a bus tour of Manhattan Island to provide first-hand experience with the communities being studied. Plan the route of the tour in advance. Note places of interest which will be highlighted on the trip.

    Provide each child with an outline map of the borough. The map should specify the expected route to be taken.

    A "Things to Do" instruction sheet can be developed which might ask children to react to places visited during the trip.

    Space should be provided on the same sheet for answers to questions.

    Read all written instructions and questions with the students prior to the day of departure.

    Consider the children's reading levels in forming written questions. Use vocabulary words from the children's reading vocabulary lists and pictures to facilitate comprehension. Consider the following examples.

        Draw a bridge (picture).

        Put a star where we stopped.

        Draw the number of bridges seen along the East River from Battery Park to the United Nations.

        What avenue(s) can be used to get from Riverside Church to the Coliseum?

        How many minutes does it take to get from the George Washington Bridge to Riverside Church?

        Which type of community is it? Make a drawing (write a sentence, copy signs, etc.) showing that the community has mainly one group (or many groups) as residents.

What Do You Think?

What are some things you might tell a pen-pal to show how people in New York City are similar? (Make a list.)

How do you know that communities are sometimes made of people from a variety of backgrounds?

"It is good that New York City has people from many cultures." Do you agree with this statement? Why? Why not?

IX New York City in Olden Days

A. How did Indians live in olden days?

1. Help children stretch their imagination to a time when there were no tall buildings, subways, or television sets. They would not, of course, be expected to perceive the changes in terms of hundreds of years, but they can become interested in "the olden days" which may be divided, roughly, into the time when only Indian families lived on the site where our city now stands; when families sailed across the ocean and started a new life here; when New York was growing outward and our neighborhoods were new. Through those periods of growth, new families from many different lands speaking many languages were arriving.

2. Help children organize their research by developing an illustrated chart of their suggested sources of reference. Encourage them to recall sources used in previous study.

"How We Learn History"

or

"How We Learn About the Past"

Look at an old picture or photograph.
Read a book, old newspaper, poem.
Examine real things made in the past.
Visit a museum.
Talk to our teacher, the librarian, or our parents.

3. Read the story of an Indian family and its ways of life. Encourage children to ask questions to fill in details of everyday life. What did the Indians look like, what did they wear, what did they eat, what games did the children play, etc? Indians invented the game of lacrosse. How is it played? See a picture in Working Together (Rev. '65), McIntyre and Hill, p.204.

4. Read selections from texts that describe Indian life. (Szasz and Lyman, Young Folks' New York, "Glimpses Into History" and the Indian life section in McIntyre and Hill, Working Together.)

5. Make picture books of Indian life available to the children. Let the children use these to find answers to their questions. Help children follow the four steps in picture-reading techniques as noted in Theme A, IV, lesson 8 by using a picture such as Figure .

   What activities are shown?

   What does this picture tell us about Indian life in this part of the country?

   Imagine that you are an Indian living here many years ago. What would you want to find in an area to help you live?

   How important is the area in which the Indian lives to the kind of life he leads?

* * *

   What skills are the Indians demonstrating?

   How important is "skill" in having a good life?

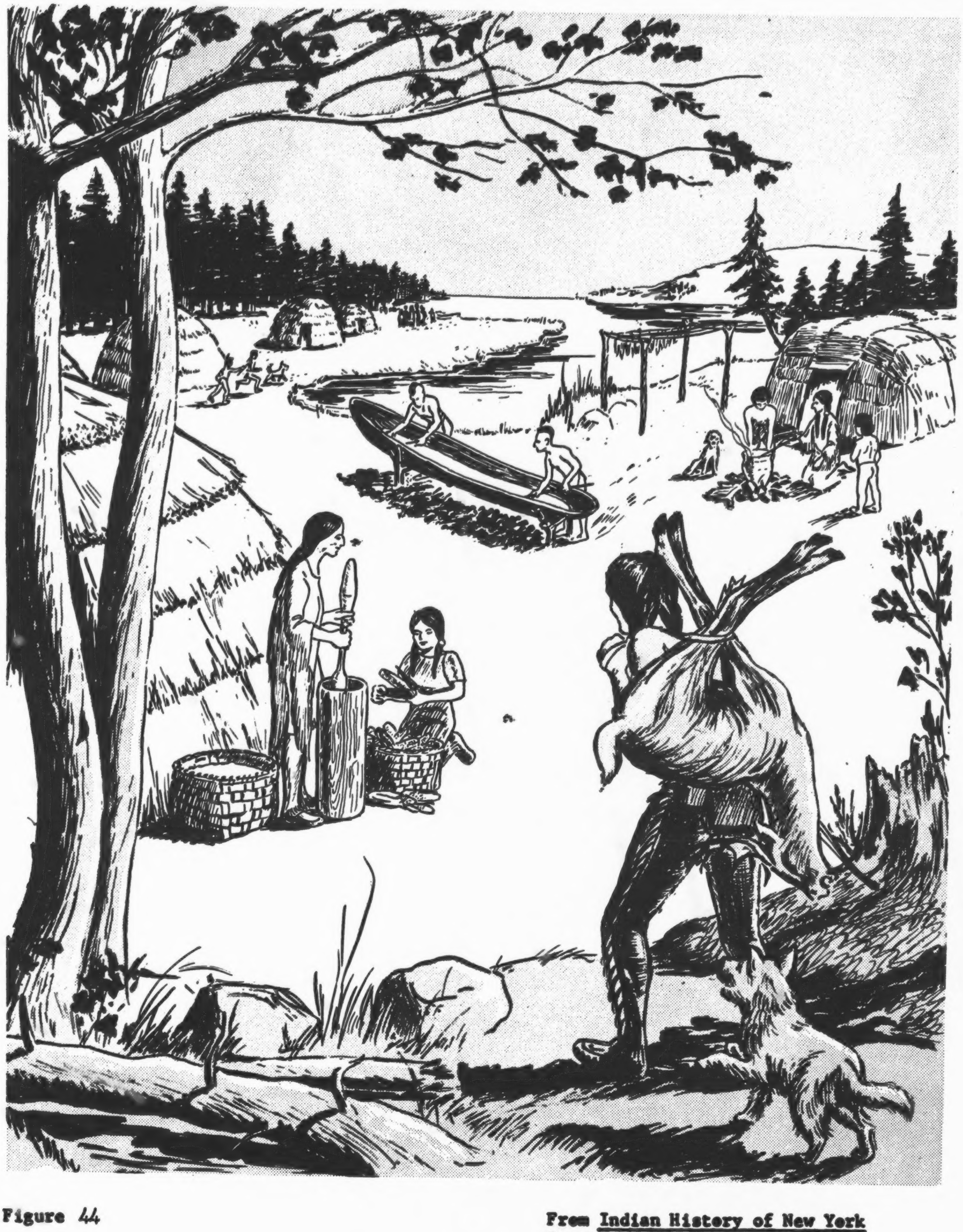


Figure 44

From Indian History of New York State by William Ritchie, N. Y. State Museum Service, Albany, N.Y.

Indian Picture Writing

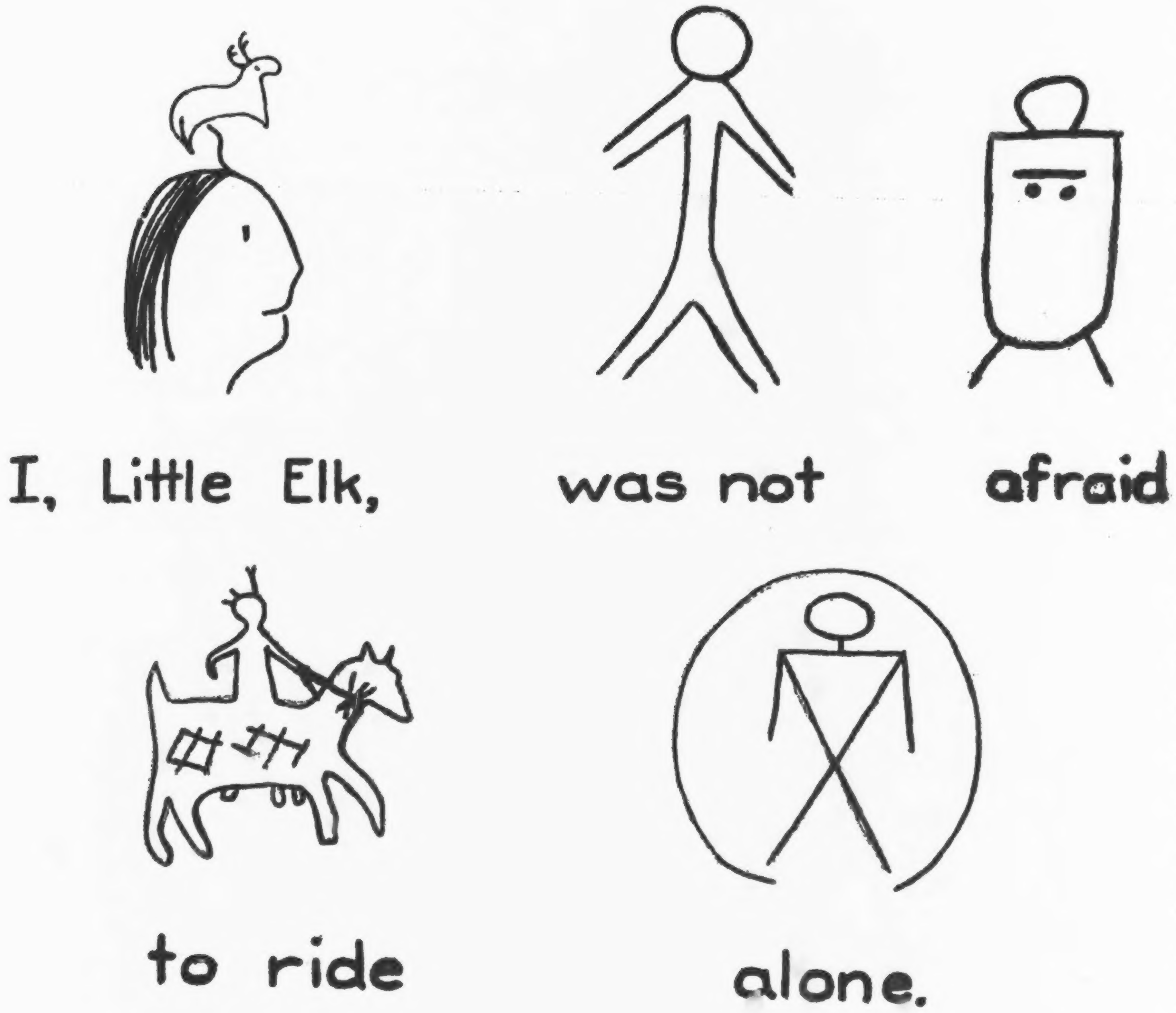

I, Little Elk,
was not
afraid
to ride
alone.

Figure 45

From Little Elk Hunts Buffalo by Jessie B. McGaw, 1961. Thomas Nelson & Sons. Used with permission.

6. At Inwood Park, Manhattan, there is a rock cave in which the Indians were said to have negotiated the treaty with the Dutch for the transfer of Manhattan Island. Children may be taken there to see the site and the view of the Hudson River.

   Examine the diorama "Indians of Manhattan" available from the American Museum of Natural History. The diorama shows the Inwood Park rock shelter. It is available on loan for a period of ten school days. Send for List of Circulating Exhibits. There are also costume figure models of Eastern Woodlands Indians and actual mounted specimens of animal life, such as beaver and muskrat.

7. Talk about the languages used by the Indians and teach the children an Indian song associated with a game or dance. Use Indian Crafts and Lore by Ben W. Hunt to provide other information about Indians.

8. Since local Indians had no written alphabet, their written language was a picture language. Some children may want to make up a story using the code of the Indians. (See Figure 46.)

9. Find examples of place names of Indian origin. Display signs around the room, e.g. Man-a-hat-a, Canarsie, Seneca.

10. What happened to the Indian tribes that once lived here? What are modern Indians doing now? (Teachers may refer to "The Mohawks in High Steel" by Joseph Mitchell in Apologies to the Iroquois by Edmund Wilson.

11. Develop murals comparing life on Manhattan during the time of the Indians to Manhattan as it looks today. Contrast housing, clothing, transportation, source of food, etc. Include paths and streets, e.g. Broadway as an old Indian path and as a modern thoroughfare. (See Figure) Plan to add a third mural later and title it "Manhattan as New Amsterdam.")

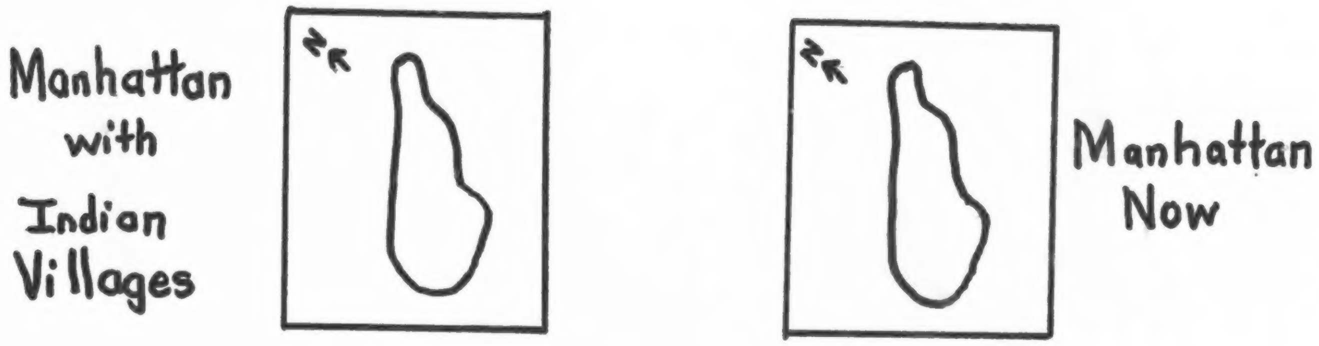


Figure 46

B. What was life like in New Amsterdam?

1. Introduce the coming of the Europeans in terms of cause and effect, somewhat along the following lines. (Use a map or globe to identify the areas being discussed.)

   Just as people today want to know what lies far, far away on the moon and in outer space, there was a time when people did not know what was far, far out across the ocean.

   Imagine that you had a large sailing ship and a compass and other instruments, and you wanted to keep sailing across the ocean to find a new way of reaching the other side of the world.

2. Develop an understanding of the use of maps in exploration.

   What is a map?

   What can we learn from maps?

   Name some maps we have used this year. What did they tell us?

   What would you want a map to tell you if you were traveling across the ocean?

3. Develop an understanding of the role of explorers by reading or telling excerpts from a biography of Christopher Columbus. See The Quest of Columbus, Meredith and Smith, ed., (Little, Brown, 1966). Ferdinand Columbus (son of Christopher) writes the account. See also, The Voyages of Christopher Columbus by Waldman, F., (Golden Press, 1966). Each of these books, as well as Columbus Story by Alice Dagliesh has striking illustrations.

   What is an explorer?

   Why did explorers come?

   What dangers did the men on the ships face?

   What kind of man was Columbus to keep sailing even though it seemed hopeless?

   Describe an event when you were an explorer. Plan to explore a new part of the school building or neighborhood.

   What are clues to what you will find there?

4. Compare the dangers faced by early ocean explorers with those faced by modern ocean travelers. What do we have today that the men in the olden days did not have?

5. Show a filmstrip such as Patroon's Gift (44321.1).

   Why did the early settlers come?

   What did they bring with them to remind them of their old homes?

   What did they find here?

   What did they learn from the Indians? (See The Indians Knew by Tillie Pine.)

6. Use Picture 2 of New York Is.... (John Day Co.) to develop an understanding of life in New Amsterdam. A model of New Amsterdam, as seen in the photograph, can be viewed at the Museum of the City of New York in the Dutch Gallery. Compare the photograph of New Amsterdam to a photograph of modren New York.

    Questions for Inquiry and Discovery

    What similarities and differences can be noted between New Amsterdam and modern New York?

    Use a map of modern New York. Outline the area where New Amsterdam stood.

        Locate Wall Street and Canal Street. How do you suppose these streets got their names?

        How does the outline area compare in size with our city today?

        What changes would have affected growth in our city today?

        What happened to the Dutch people who lived here?

        What other groups came here to settle?

        Why do people of New York City speak English instead of Dutch?

7. An examination of schools in New Amsterdam will help modern children understand one aspect of colonial life. Share the following paragraph with the children.

    > "New Amsterdam didn't have a single school house. The schoolmaster held classes in one room of his home. He had a desk and chair for himself. The girls and boys sat on long benches or little stools and did their writing at rough, wooden tables.... They had some hornbooks, a few primers and the Bible, a small supply of writing paper, quill pens, and homemade ink.
    >
    > "This was enough for the few subjects they studied: writing, reading, and 'ciphering,' or arithmetic."
    >
    > "In Dutch Days" in Here is New York City
    > by Lyman and Furman.

    How does a New Amsterdam classroom compare with a modern classroom? What are the similarities and differences?

    What is a hornbook? (Refer to Grade One, Living and Working Together in the Community, Theme A, pages 25 and 26.)

    Why do you suppose modern classes are not held in a teacher's home?

8. Place signs around the room to show Dutch names that we still use - Van Cortlandt, Brooklyn, Amsterdam, Stuyvesant, Stoop, etc.

9. Use old spellings of sections of our city (former villages), e.g. Haarlem - Harlem, Jameco - Jamaica, Bronck - Bronx, Breucklen - Brooklyn. Individual pupils can do further research on the local community.

10. Make a profile of the New Amsterdam skyline to show changes since the time of the Indians.

10. What was life like in old New York?

The growth of New York City as a busy urban center began when the British took over New Amsterdam.

1. On a flat table, make a scene to show the development of New York City. Start with an Indian village. Move the village to the edge of the table - or out of sight - and show how a Dutch community was established. Add streets, buildings, warehouses, markets, docks, and many more families.

2. Study a map of water routes of the metropolitan area.

   How did the harbor influence the development of the city?

   Why were inland waterways important?

   What kind of land transportation did the settlers have?

   Compare land and water transportation. Which was more convenient?

   What materials in the environment helped them? (lumber, fertile soil, abundant water supplies)

   What skills did the families bring with them and how did these help? (shipbuilding, fishing, weaving, and farming)

   How important is "skill" in having a good life?

3. Show the motion picture, Colonial Children (BAVI) and elicit from the children how the European influence could be seen in the activities of the colonists. (This might be an activity for large group instruction.)

   What jobs did the children have in the family? Why?

   Compare life during colonial days and life now. (transportation, occupations, housing, government, etc.)

   What kind of schools did the colonial children attend? How were they different from the schools today?

4. What was the African Free School of New York City? When was it organized? Why was it organized?

5. Find place names to add to the signs around the room to show British influence - Marlborough, New York, Fulton, Essex, Yorkville.

   Reverse the process: Select place names in the community and ask children, with help from resource persons in the community, to find out how they originated.

6. Refer to information depicting the life of early settlers and modern New Yorkers. Develop comparative lists.

Old	New
candles	light bulbs
butter churn	electric mixer
horse and wagon	car
open hearth	gas or electric stoves
pump or wells	pipes and faucets

7. Samuel Fraunces, Afro-American, owned and operated Fraunces' Tavern at Broad and Pearl Streets, site of Washington's farewell to his officers. It is the oldest building in Manhattan. The building is still intact with much of its original furnishings. The third floor - now a museum - contains Revolutionary artifacts. Include on a visit to the area. See also, The Negro Almanac, Ploski and Brown, for further information.

8. Share the following paragraphs and filmstrip with the class to highlight one way New York City has changed.

   "In 1697 New Yorkers were ordered to have a lantern and candle hung out on a pole from every seventh house. As the watchman walked around he called out, 'Lanthorn, and a whole candell - light. Hang out your lights.' The watchman was called a rattlewatch, and carried a long staff and a lantern and a large rattle or klopper, which he struck to frighten away thieves. And all night long he called out each hour, and told the weather. For instance, he called out, 'Past midnight, all's well; one o'clock and fair winds; or five o'clock and cloudy skies'. Thus one could lie safe in bed and if he chanced to awaken could know that the friendly rattle-watch was near at home, and what was the weather and the time of night. In 1658 New York had in all ten watchmen, who were like our modern police...."

   Earle, Alice Morse: Home Life in Colonial Days, Macmillan Co., New York, 1898

   "I helped to light up New York City....I lit up the Equitable Building, the Union League Club and many other buildings. Then I supervised the installation of some of the first electric lighting on the streets of New York City."

   Negro History Associates*:The Story of Lewis Latimer, Manual and Study Outline

   Show the filmstrip, Lewis Latimer (#48870.2), and adjust the script to the maturity of the children.

   Compare a rattlewatch with a policeman.

   Compare a rattlewatch with a TV weatherman.

   What changes can be noted between old New York and modern New York?

   Predict some changes that may take place by the time you are a grandfather.

   Independent study can be done to explore contributions of other inventors toward a changing New York.

9. Collect commemorative U. S. stamps that relate to New York City. Make a display. Title it "There's History in a Postage Stamp" or "We Learn About Our City's Past From a Postage Stamp." (This might be an activity for independent study.)

10. Project the picture in Figure 47 on a screen. It shows General George Washington's triumphal entry into New York on November 25, 1783.

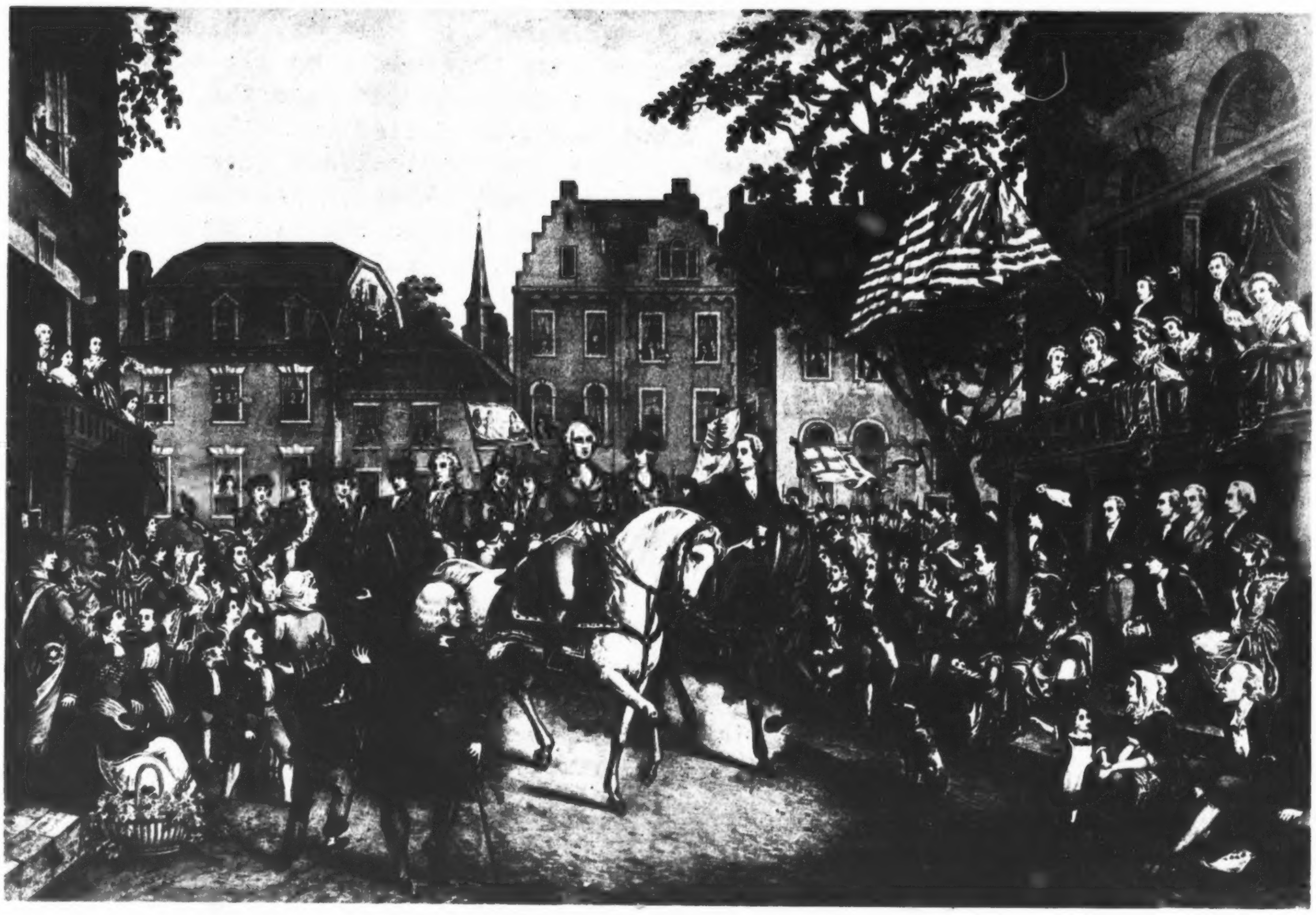
*Box 583, Manhattanville, N.Y.C., N.Y. 10027

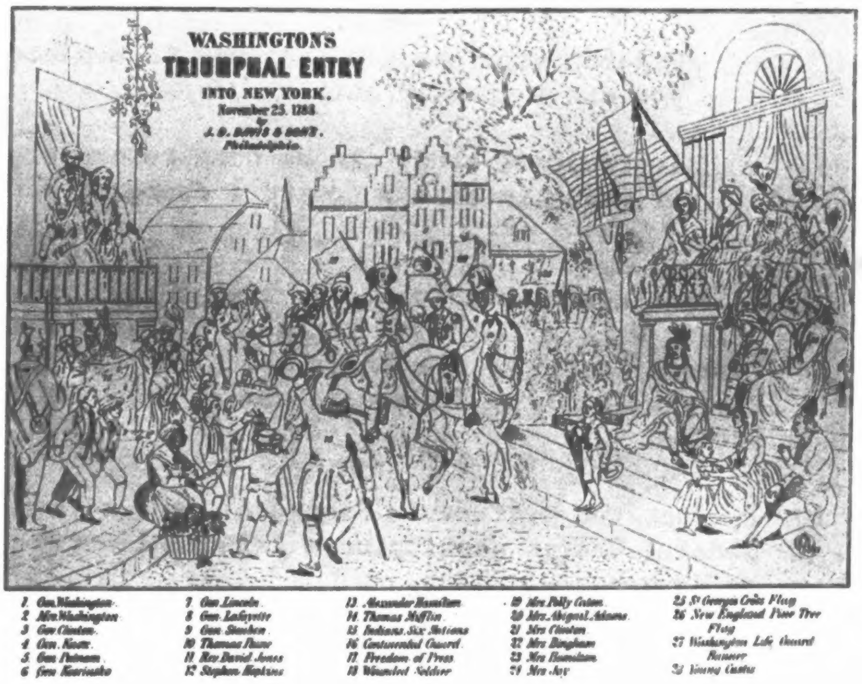
Help children make a list of things that are different from modern times, e.g., clothing, hair styles, transportation, etc.

Help children make a list of things that have not changed, e.g., evidence of a pluralistic society (American Indians, Afro-Americans), public interest in leaders, use of flags, etc.

Help children write an original play based on the observations of the painting.

Figure 47




WASHINGTON'S
TRIUMPHAL ENTRY
INTO NEW YORK.
November 25. 1783
by
J. D. DAVIS & SONS,
Philadelphia.
1. Gen Washington.
2. Mrs Washington.
3. Gov Clinton.
4. Gen. Knox.
5. Gen Putnam.
6. Gen Kosciusko
7. Gen Lincoln.
8. Gen. Lafayette
9. Gen. Steuben.
10. Thomas Paine
11. Rev David Jones
12. Stephen Hopkins
13. Alexander Hamilton
14. Thomas Mifflin.
15. Indians Six Nations
16. Continental Guard.
17. Freedom of Press.
18. Wounded Soldier
19. Mrs Polly Coten.
20. Mrs Abigail Adams.
21. Mrs Clinton.
22. Mrs Bingham
23. Mrs Hamilton
24. Mrs Jay
25. St Georges Cross Flag
26. New England Pine Tree Flag
27. Washington Life Guard Banner
28. Young Custis

By permission of The York Historical Society

Figure 48

11. Read together a play written by a second-grade class in a New York City school.

"New York in George Washington's Time"

Place - Wall Street

Time - April 30, 1789

Scene - Groups of children are waiting for the inaugural parade. They are talking among themselves and playing games (crows nest, rolling hoops from hogshead, etc.)

Roberta - (enters right, looks around) "What is everyone waiting for?"

Group - (surprised) "Don't you know."

Jeannie - "Today is George Washington's Inauguration Day."

Roberta (puzzled) "What does that mean?"

Philip - (with pride) "George Washington will become the first President of the United States of America today."

Diana - "We are waiting for him now."

Georgia Mae - (speaking to group) "Have any of you ever seen George Washington?"

Jeannie - "Yes in Kings Park. He is over 6 feet tall and stands very straight."

Freddy - "How exciting. Can you tell us anything else about him?"

Juan - "I've been told that he lives on Cherry Street with his wife and two grandchildren."

Charles - "I hope he comes by soon because I'm getting thirsty."

George - "Charles, you can get water every fourth block because there is a pump on every fourth corner."

Carmen - "We get our water from a pump in our back yard. Sometimes the water is very muddy."

Roberta - "I live on a farm in the Bronx. I get my water from a spring."

Carmen - "My mother says that spring water is the best because it is clear and pure."

Kenneth - "Oh, the best water in New York City comes from the Tea Water Spring of Chatham Street. Men put the water in barrels, put the barrels on carts then go around the streets selling the water."

Winston enters left, walks across the stage crying, "Clam man, clams for sale, clam man. (Repeat.)

Diana - "I hope my mother sees the clam man today so we can have a hot clam pie for supper."

Roberta - (Walking across stage) "Sandman, Sandman, get your clean white sand, Sandman, Sandman." (Repeat.)

Shirley - "My mother brought some sand yesterday. The kitchen floor looks very clean today."

May - "My mother wants to see the chimney sweep. She really wants to get our chimney cleaned! I think I hear a sweep-o now."

Jesse - "Sweep-o, sweep-o, get your chimney cleaned today, sweep-o, sweep-o."

Vincent - "The sweep-o makes me thing of a song I like! Let's sing Yankee Doodle."

Group starts to sing as youngsters square dance on other side of stage.

Binnie - (At end of song, running on stage with high excitement.) "Here comes the parade! Here comes George Washington now!"

Group comes to edge of stage, leans forward - looks in the direction in which General Washington is coming (left).

Jeannie - "I see General Washington! I see General Washington! He is riding a beautiful white horse!"

George - "Alexander Hamilton and Thomas Jefferson are riding behind him."

Shirley - "Oh, there are Indians in the parade. How beautiful they are."

Juan (Turning to look right) "There he goes. There he goes, the first President of the United States! Let's give three cheers for the first President of the United States."

Group - "General Washington! General Washington! General Washington! The first President of the United States!"

Ask children - How do you think boys and girls obtained the information included in their play? (Parents, teachers, books, pictures, librarian, listening to records.)

Is the play based on fact or opinion?

Add to the play including information about early NYC that is not included (schools, travel, etc.)

What Do You Think?

Your pen-pals want to know how you were able to find out so much about old New York. What is your response?

A friend says, "I don't care about what happened years ago! What difference does it make?" What is your response?

X New York City Grows...Up and Out

A. How do we know that the city is growing?

1. Share the following with the students:

> ...In 1807 the state legislature named a three-man commission to plot Manhattan's undeveloped land....
>
> Citizens laughed at the commissioners for laying out the city as far north as the wilderness of 155th Street....
>
> Edward Ellis: The Epic of New York City, Coward-McCann, Inc., 1966, page 202.

What is the meaning of 'to plot Manhattan's undeveloped land'?

Locate the area on a map of Manhattan.

Why might planning be desirable?

Help children define and describe wilderness.

Refer to the population figures noted in the following lesson.

What factors might account for the unexpected growth in New York City?

Refer to information given by resource people, in previous studies, of reasons for coming to New York City. (jobs, cultural activities, diversity of people and opportunity, climate, etc.)

2. Watch the city population grow. Design skyline charts or transparencies (See Figure 49) to show the tremendous growth of population based on the following figures:

1700	10,000	settlers
1800	60,000	settlers and native-born New Yorkers
1840	312,000	
1860	814,000	
1900	3,000.000	
1960	8,000,000	
1970	?	
2000	?	

Making Transparencies

The first transparency might have the two buildings representative of the population in 1700. The second transparency might have three buildings representing the population in 1800. The third transparency might have the buildings representing additional growth by 1900. The fourth transparency might have a multi-level skyscraper effect representing the population growth by 1968.

(Buildings representing each era should have a distinctly different appearance to facilitate an understanding of the separate periods being developed.)

Making Chart

Instead of transparencies, the teacher may prefer to develop the idea of population growth using a chart. Different colors might be used to distinguish one level of building from another.

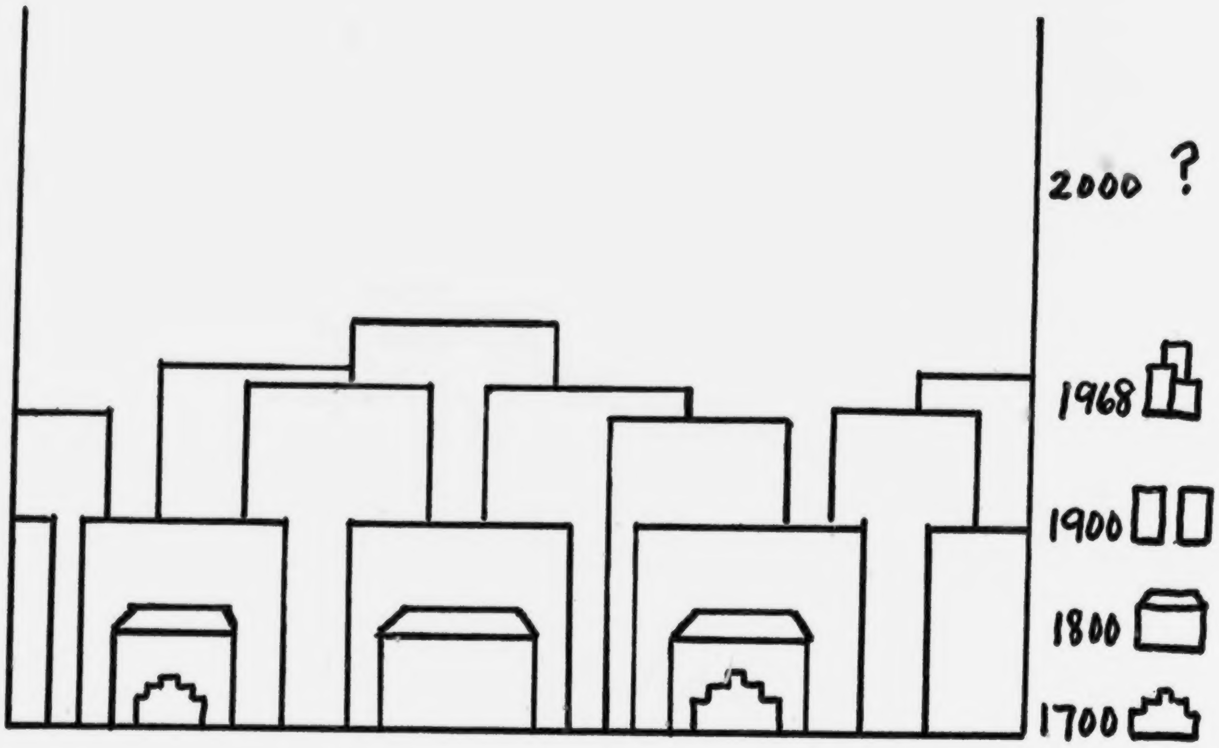


Figure 49 New York Grows Up an Out

What had to be done to find room for all these people to live and work?

Why are buildings - office buildings, factories, houses - designed to go upward? What would happen if all families lived in private houses?

What can the Mayor do if there are not enough homes and schools?

Who are some of the people who can help the Mayor plan for more homes, schools, and businesses?

Where should new office buildings and factories be built when they are needed?

In what other direction did the population move, besides upwards? How do you know?

3. Add to the children's development of time concepts (a process which evolves over a long period of time through many experiences) by constructing time lines related to specific topics noting the growth of New York City.

   Find out about some of the changes in New York City since your birth. What was New York City like when daddy was a boy? What was New York City like when grandpa was a boy? Organize the information into a time line of generations.

   Develop a time line relating to important monthly news events occurring in New York City.

   Develop a time line noting several generations of an outstanding New York City family.

4. For the borough, trace the movement of residents on a map from the "hub" where housing, industry, and shopping once centered, to the "open spaces" in the outlying areas of The Bronx, Brooklyn, Queens, and Staten Island.

5. Depending on the community of the children, guide them to observe the trend of families moving in and out.

   Why do families move away from the center of the city?

   What are the advantages of living away from the center of the city?

   Why do some families remain in the center of the city?

   What are the advantages of living in the center of the city?

   Why are some families moving back to the center of the city?

6. Make up a conversation in a family that wants to move.

   Why does the family want to move?

   What kind of community is the family living in now?

   Where will the family look for a new home?

   If you were the mother, what would you want in your new community? What would the father look for? What would the children want? How would the family feel about leaving old friends and neighbors?

7. Read the chapter "Looking for a Home" in Living as Neighbors by Buckley and Jones (Holt).

   What is the role of city agencies in housing?

   How helpful are the communication media: newspapers, letters, telephone calls, etc.?

   Why are apartments hard to find in the city?

   What factors influence a family's choice of residence? (income, neighborhood, etc.)

8. Plan to visit a school in an outlying area of the city if the children live in the center of the borough.

   In what ways is life different there?

   How do parents travel to work?

   How do children go to school?

   What are some advantages that they have?

   Can you see some disadvantages?

9. Note growth in a community through the use of pictures. Use the text, Communities and Social Needs by King, et al. Use the pictures on pages 22 and 23.

   Why was the city started near a river?

   How do you know the city is growing?

   Why do cities change?

B. What is the role of city planning in the growth of a city?

1. Review frames from the filmstrip, Houses and Streets (HPI) showing urban renewal. Help children explore reasons for urban renewal. Make a list, such as the following, noting some of the advantages and disadvantages of renewal programs.

Advantages	Disadvantages
better housing	difficulty in finding new apartments for old tenants
opportunity to create pleasant communities	removal from friendly ties
creation of jobs	businessmen must find new stores

2. Use pictures such as in Figures 50 and 51 to develop an understanding of city planning. Project the pictures on a screen or mount similar ones for viewing by the class. Read the captions with the students.

   Who do you suppose the men are in each picture?

   Discuss "planners," "ideas," and "models." How do these affect city life?

   Why are models of city buildings used?

City planners work together to meet the problems of their city.

Figure 50

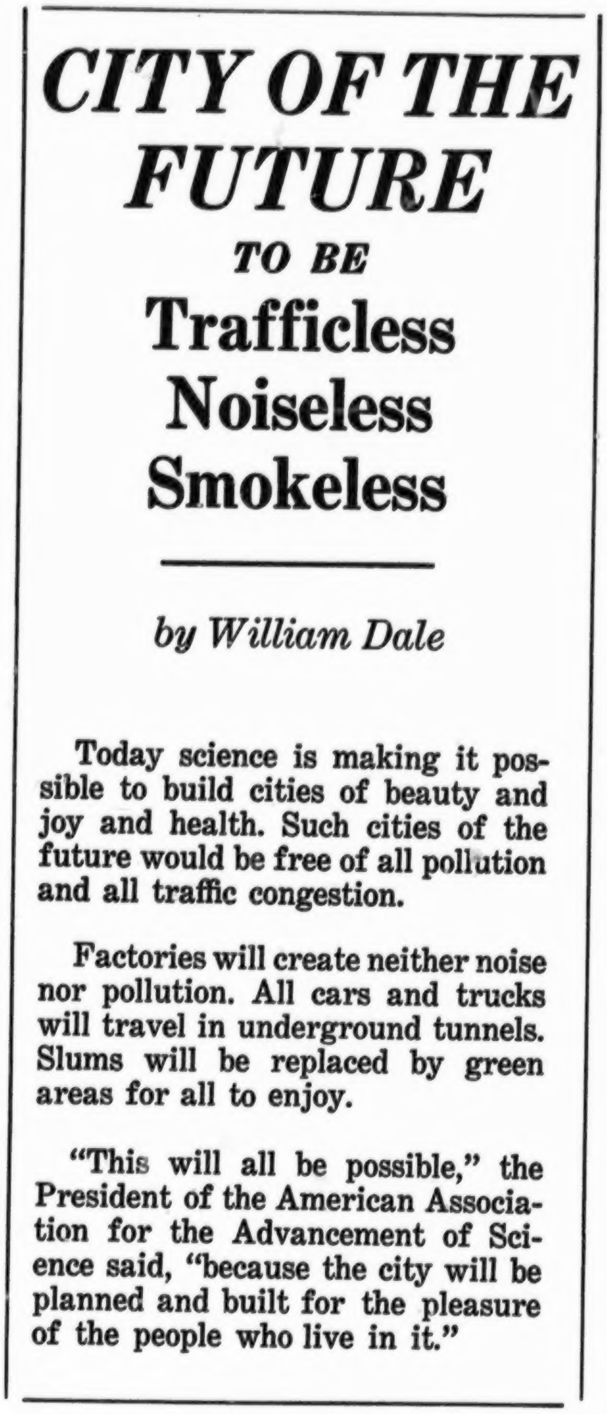
Tieg and Adams. Your Towns and Cities, Ginn & Co., 1968

Their ideas are put into a model to see if they can be used.

Figure 51

Tieg and Adams. Your Towns and Cities, Ginn & Co., 1968

3. Develop an awareness of some of the goals in city planning by sharing the following article with the children.



CITY OF THE FUTURE

TO BE

Trafficless Noiseless Smokeless

by William Dale

Today science is making it possible to build cities of beauty and joy and health. Such cities of the future would be free of all pollution and all traffic congestion.

Factories will create neither noise nor pollution. All cars and trucks will travel in underground tunnels. Slums will be replaced by green areas for all to enjoy.

"This will all be possible," the President of the American Association for the Advancement of Science said, "because the city will be planned and built for the pleasure of the people who live in it."

Figure 52

Buckley and Jones, Our Growing City (c) 1968, Holt Urban Social Studies Program, Holt, Reinhart and Winston, Inc., New York.

The article can be used exactly as it is written, or it may be rewritten to suit the reading level of the children. Consider the following example.

> People are working to make our cities pretty. There will be no traffic jams.
>
> The air will be clean. There will be little noise. Cars and trucks will be under the streets. There will be no old houses.
>
> The city will be planned.

Define "pollution" and "congestion." (Substitute synonyms if these words are too advanced.)

Why are "trafficless," "noiseless," and "smokeless" cities desirable?

Compare present day use of tunnels (if available in the community) with that proposed in the article - e.g., approach to the George Washington Bridge in Manhattan.

Of what importance is the following quote from the article: "because the city will be planned"?

4. Use the model city buildings to help children explore the relationship between city planning and life in an urban community. Use the lesson titled "New City." The lesson asks the children to plan a city. They are to set up buildings and streets and to include all aspects of city life which they consider to be important.

    The entire class may plan the city, or, as is suggested by the teacher's guide, a small group may do the initial planning.

    Note children's ability to consider some of the following elements in their plan: residential, commercial, and industrial areas; recreation and cultural facilities; public and private services; traffic, congestion, and noise factors, etc.

    Allow ample time for individual children to react to the city as it is being planned if the entire class is involved; or, make changes at a class sharing lesson if a committee has done the initial planning.

    Label the buildings wherever necessary.

    Teachers might make an informal comparison between the type of city built at this time to the model city built in Section II, Lesson 2. Note the children's growth in ability to understand the relationship between the cities men build and the type of life led in the city.

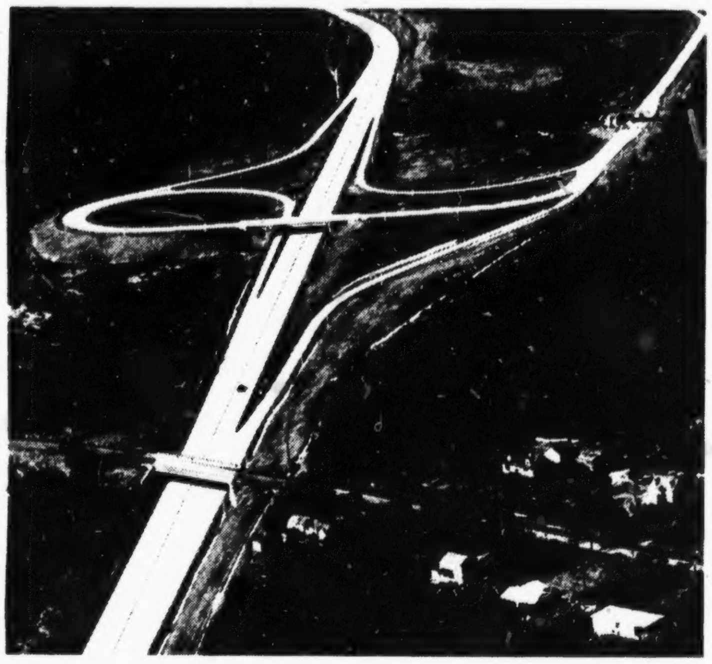
5. Develop an understanding of the use of aerial photography in noting street arrangements, traffic movement, and growth patterns of a city. Use a picture and corresponding map as in Figure 53.

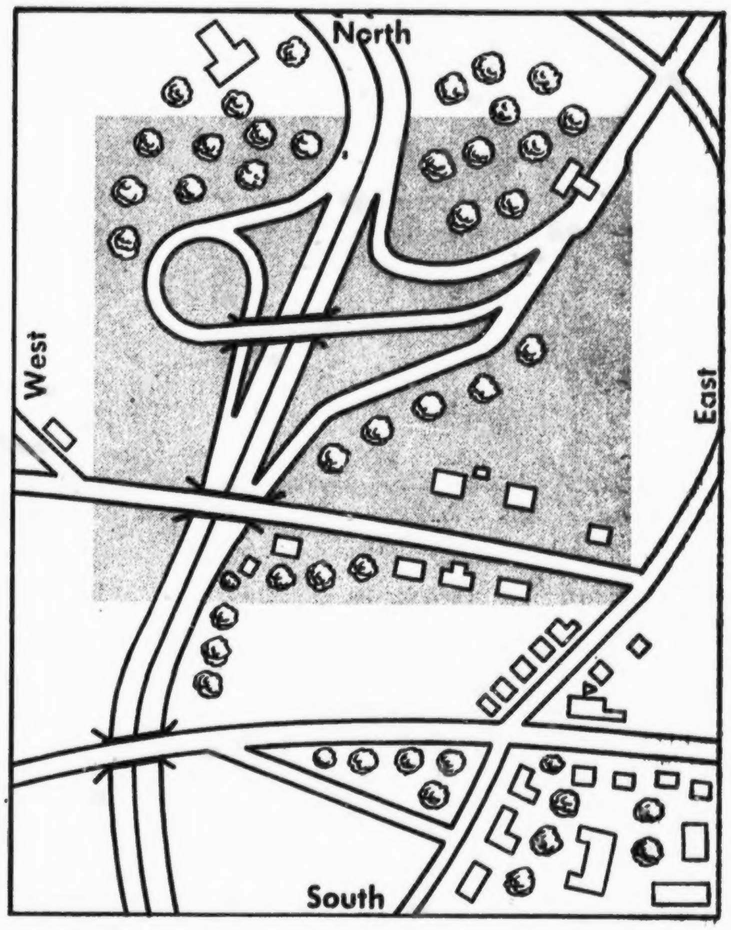
    Note children's ability to locate main and secondary streets, intersections, and buildings. The teacher might say, "Find the highway in the photo and on the map."

    Use the aerial photo of the approaches to the George Washington Bridge in New York Is... (John Day Co.,), Picture 7. Help children make a map noting the highway, approach to the bridge, the bridge, Hudson River, and New Jersey shore.

    Help children develop a legend noting the use of symbols on the maps.

    Additional maps of aerial views may be adapted from New York Is... by using photograph 1 (New York City) and Photograph 2 (New Amsterdam).





Look carefully at the photo. Then, look at the map. A map can show more than you can see or photograph at one time. The area in the photo is shown in the gray box on the map. The map shows *more* of the main highway and *more* roads than the photo.

The bridges, buildings, and trees are shown by special *symbols*, or *marks*. These symbols help describe the places which are mapped.

Figure 53

By permission of American Education
Publications, a Xerox Company: MY
WEEKLY READER, Map Skills for Today,
Book 3; Education Center, Columbus,
Ohio 43216; (c) 1964, 1967 Printing,
Xerox Corporation

6. Use the lesson "Problems, Problems, Problems" in the City teacher's guide. The lesson involves a highway routing problem affecting residents of a community. The students are asked to decide on the best route for the highway. Factors to be discussed are rerouting the highway, moving buildings, relocating homes and business, etc.

What Do You Think?

Why is it a good idea to plan ahead of time where everything should be built?

In what way might New York City (and the metropolitan area) grow in the future?

What effect would continued growth in New York City's population have on city planning in the future?

XI. Living in the Suburbs

Develop an understanding of the interdependence of communities outside the political unit of New York City but sharing its facilities and opportunities.

1. Project a map of New York City and suburban communities as in Figure 54. Note how the suburbs encircle the city. Explore reasons why New York City is dependent upon these areas (and vice versa).

    Provide appropriate pictures to enable children to define "urban," "suburban," and "suburbs."

    Allow opportunity to speculate on what life would be like in a suburb, away from the heart of the city. Ask them for their ideas on population, housing, transportation, jobs, etc.

    On a road map of the metropolitan area, help children locate: highways, tunnels, bridges, terminals.

    On a road map of the metropolitan area, held children locate:
      highways, tunnels, bridges, terminals
      familiar names in the news, or those known to children from having visited there (Newark, Hoboken, Great Neck, Stamford, etc.)

    If people in one of the communities on Long Island Sound dump their sewage into the water, how does that affect people in other communities on the Sound?

    If highways in Queens are clogged with traffic, how does it affect people living in Farmingdale, L.I.?

    If one of the tunnels between New York City and New Jersey is closed for repairs, how would it affect people in both areas?

    If a new bridge were needed between New York and Connecticut, who should pay for it? How is the cost of a bridge repaid?

    If many factories in New Jersey send out black smoke into the air, how does this affect the air in Brooklyn and Manhattan?

    How do suburbanites depend on the city (and vice versa)?

2. Teachers in crowded areas might plan an imaginary trip to a relative in the suburbs.

   What kinds of homes do the families in these other areas have? How far apart are the houses?

   Where do children play? What kinds of games do they play? Where do they go to play baseball, basketball? Do they have community centers with clubs, swimming pools? Where are the libraries?

   Describe a suburban school or one in a congested area. How do the children go to school? What do their classrooms look like? Their school playgrounds?

   What do city children have that suburban children do not have?

   What do suburban children have that city children do not have?

   Ask children to tell, if they should choose a place to live, urban or suburban, where they would like to live? Why?

3. Read portions of texts relating to suburban life. See Living as Neighbors by Buckley and Jones, "A Trip Outside the City,", pages 47-60.

NEW YORK CITY AND ITS SUBURBS

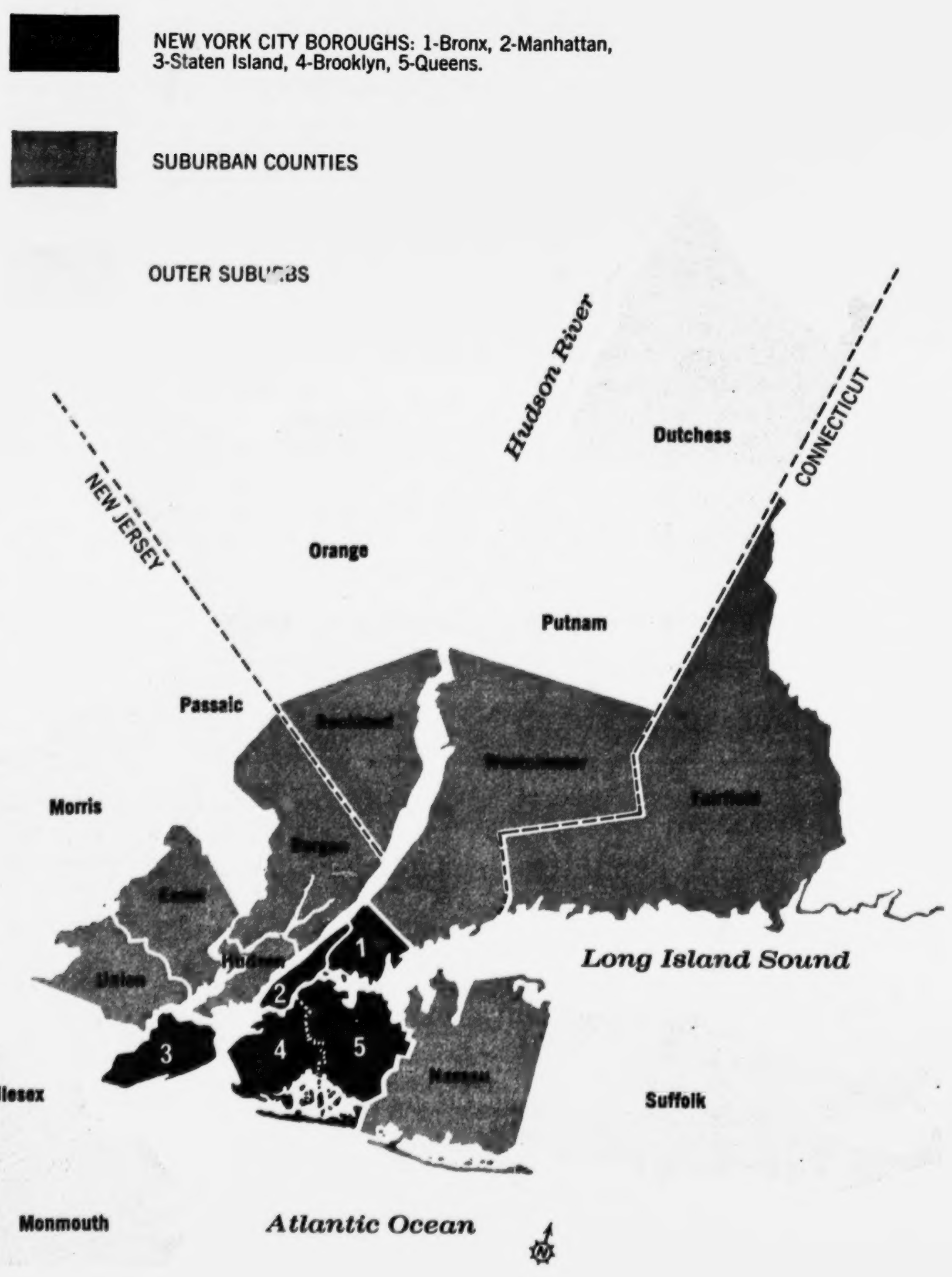

■ NEW YORK CITY BOROUGHS: 1-Bronx, 2-Manhattan, 3-Staten Island, 4-Brooklyn, 5-Queens.
▨ SUBURBAN COUNTIES
OUTER SUBURBS
Hudson River
Dutchess
CONNECTICUT
NEW JERSEY
Orange
Putnam
Passaic
Morris
Hudson
Somerset
Middlesex
Suffolk
Monmouth
Long Island Sound
Atlantic Ocean
1
2
3
4
5
N

Figure 54

Glogau, et al.
You and
New York City,
Benefic Press,
1968.

4. Make up a fable based on children living in the suburbs and those living in the heart of the city, along the lines of The City Mouse and the Country Mouse.

5. Read sections of texts relating to life in the suburbs. See Living as Neighbors by Buckley and Jones, "A Trip Outside the City," pages 47-60. See Our Working World: Neighbors at Work by Lawrence Senesh, "Suburban Neighbors," pages 42-51.

6. Help children make a chart comparing urban and suburban life; an example follows.

Advantages of City Life	Advantages of Suburban Life

7. As suggested previously, help children to see how life in our city is tied in with activities in other cities and communities nearby.

   Use new accounts of developments involving the city and neighboring communities, e.g., the work of the Port of New York Authority. Why is there an agency to work with other states? List the kinds of things that might be done. Find evidences of its activities.

   Mark off on a map some of the parks to which New Yorkers may travel in Long Island, Westchester, New Jersey, and other areas.

   How do people living outside of the city bring income to New York City when they come here to work? When they come here to visit?

   What are some opportunities in New York City that are shared with people from nearby communities?

   Arrange for the exchange of correspondence and visits with a sister school in an area unlike your own.

What Do You Think?

How do you know that suburbanites depend on New York City?

What evidences can you find of "sharing" between New York City and suburban communities?

XII. Our City Is Always Changing

A. What are some problems of urban living?

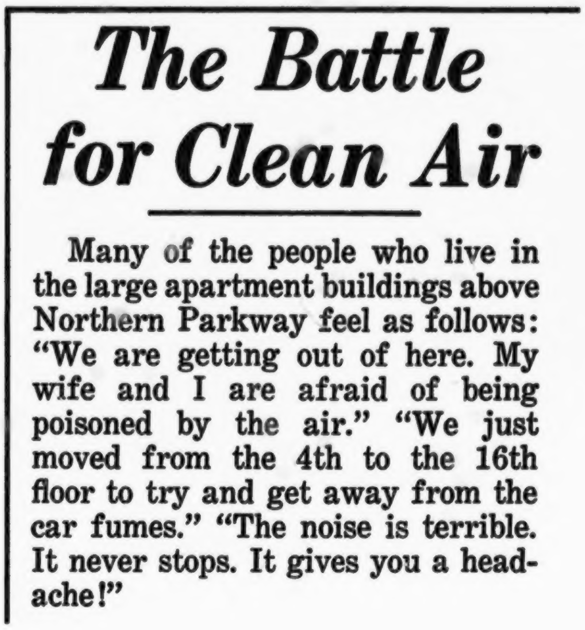
1. Read Our Growing City by Buckley and Jones, Chapter Eleven, "City Problems," pages 145-162. Review understandings developed in previous lessons on New York City. Help children to itemize problems of urban living as they see them, e.g., transportation, air pollution, slums, recreation areas, etc.

   Discuss solutions to some problems mentioned by the children. Explore the idea held by a few people that some of our problems are unsolvable.

   Develop a class book of pictures showing contrasts in the city. Samples are found in Our Growing City by Buckley and Jones on pages 150-159.

   How important are harbor activities to the economic life of the metropolitan area?

4. Develop an understanding of the problem of air pollution, one of the many problems of an urban community. Share the following article with the class:



The Battle for Clean Air

Many of the people who live in the large apartment buildings above Northern Parkway feel as follows: "We are getting out of here. My wife and I are afraid of being poisoned by the air." "We just moved from the 4th to the 16th floor to try and get away from the car fumes." "The noise is terrible. It never stops. It gives you a headache!"

Figure 55

Buckley and Jones, Our Growing City
(c) 1968 Holt Urban Social Studies
Program. Holt, Rinehart and Winston,
Inc., New York.

Read and discuss the article with the class.

Name the two things some people would like to be changed. Explore possible solutions. (Is the expressway too close to residences? Can improved motors for cars help?)

Survey the local community for possible evidences of air pollution.

What is meant by Con Edison's slogan, "Clean Energy"?

Controversy often appears concerning Con Edison's efforts to control air pollution. Gather news articles and advertisements highlighting both sides of the issue. Help children explore reasons for opposing views.

Note other evidences of attempts to control air pollution. (air conditioners, proposed new refuse disposal methods, federal standards for autos, etc.)

5. Provide opportunity for children to react to the city as they see it. Help them develop lists according to the following categories.

In the city there is ....

Too Much	Not Enough
noise	trees
traffic	places to play

B. What changes do we see in our community?

Develop an understanding of how the city attempts to meet the problems of urban living.

1. Collect pictures showing signs of change in the city, e.g., remodeling, demolishing, constructing, etc.

2. Use a filmstrip and record such as Houses and Streets (HPI) to develop an understanding of how urban renewal contributes to change in the city.

   Why are some streets dark and narrow? (tall buildings, old-city street patterns)

   Why is the city always changing?

   How does change create jobs?

   How can positive changes affect community spirit?

   Why is planning important in urban renewal?

3. Make a neighborhood map of sites undergoing change. Visit the sites regularly or have individual children keep the class informed as to the activities toward completion. Keep a log to note the length of time needed to complete different tasks.

4. Make a booklet of pictures contrasting old and new New York by collecting photographs appearing in the Daily News magazine section. The column is titled "New York's Changing Scene." The pictures can also be used as a bulletin board and map arrangement as in Figure 54.

5. Build a table-top community and move the buildings around to show what may happen.

   If you add office buildings and tear down old apartment houses, how does this change the community? What happens to the people who once lived there? What happens to the stores? The schools?

   If you add playgrounds and improve the homes, how does it affect the men, women, boys and girls who live there?

   If you build a large shopping center, what kinds of buildings will then be needed?

   What kind of community would you like to have when you grow up? What can the people in the community do now to keep their streets and houses attractive and clean?

6. Select a few redevelopment projects - new shopping center, expressway, cooperative apartment house, city housing project. Read the sign for each to find out who is paying part of the cost. Why does the federal government help to pay for some projects? Why does the state government pay? How does a cooperative apartment house differ from one individually owned?

7. Show a motion picture that summarizes the problems of cities everywhere - e.g., Here Is a City (Film Associates).

   Does this resemble New York City in some ways? How is it different? What are problems that are similar?

   This film may lead to a study of other cities, Theme B.

8. Take advantage of a "teachable moment" inspired by a news report. For example, in Figures 56-58 are views of the design of a new type of playground that was described in The New York Times. It was designed for a play area on West 67th Street and Central Park West. The parents of the area had campaigned for a safe and imaginative kind of playground. The design was financed by a private foundation. The parents will help pay for a full-time supervisor.

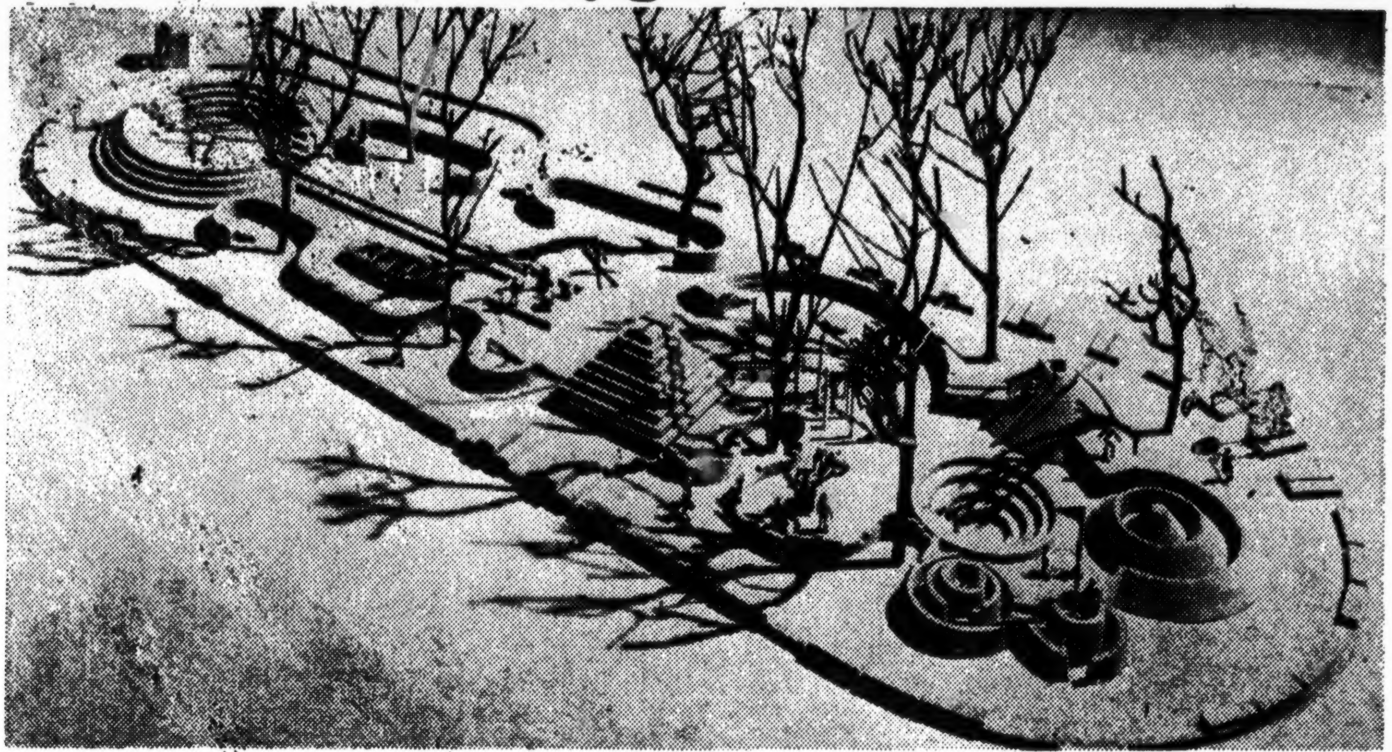
   Talk over with the children: What is new about this playground? Why do the planners call it "adventurous"? What adventures could you have there?

   Will this playground be suitable for a large group of children of different ages? Would sixth-graders interfere with second-graders or all of them with toddlers?

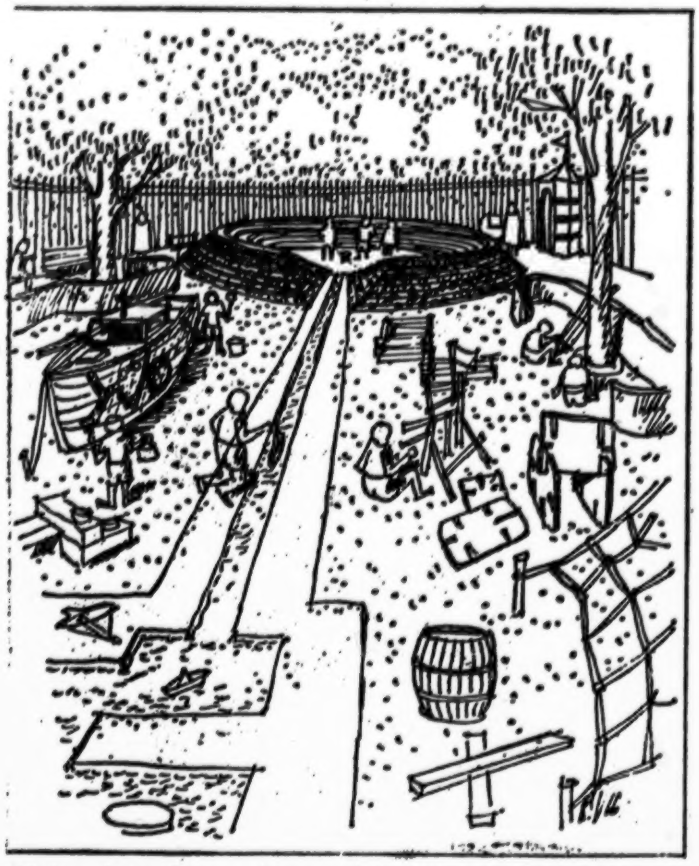
   Have you any ideas to offer the Park Commissioner for an "adventure" playground in your area? (Children may think of a locomotive, a plane cockpit, a bird sanctuary.) They may want a vest pocket park with only a few kinds of equipment.

   What can boys and girls do to get their ideas to the city leaders? Help children plan a "campaign." They write cooperative letters to the Mayor, the Parents' Association, the Park Commissioner.

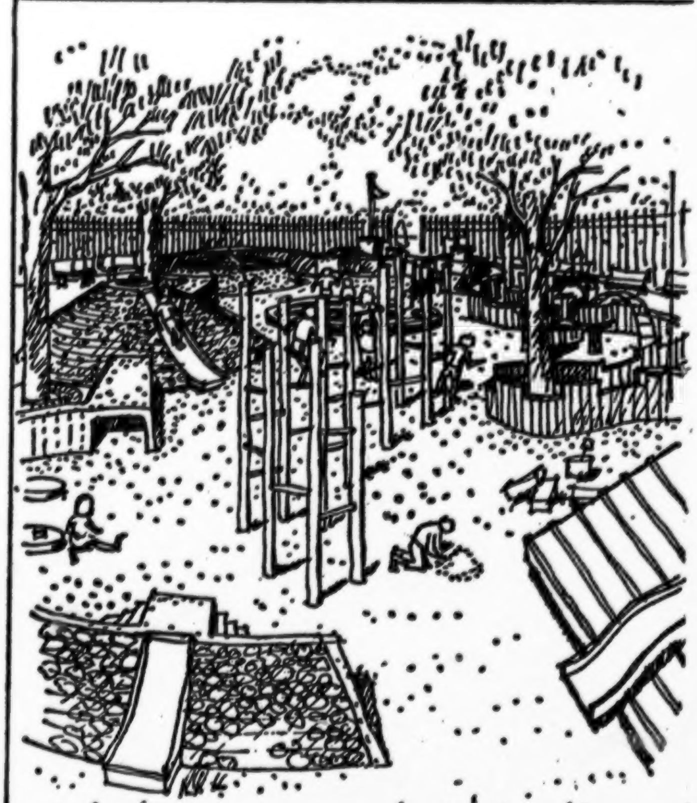
Adventure' Playground in Central Park



Model of "adventure" playground, designed by Richard Dattner, that will replace asphalt-and-swings play area at Central Park West and 67th Street. It will include splashing pool, the circular area at upper left; climbing roof with a slide, the pyramid-like structure at center, and a complex of pits, mounds and tunnels, at lower right.



Water channel for sailing will lead from the pool. A boat is at the left and a cargo net is at the lower right.



The smallest slide is at the lower left and climbing poles are at the center. The ground will be covered with sand.

Figure 56

(c) 1966. The New York Times
Company. Reprinted by Permission.

"ADVENTURE" PLAYGROUND IN CENTRAL PARK

View A. The architect's drawing of the playground, with numbered legend to show kinds of equipment.

View B. A closer view of the play area from a model.

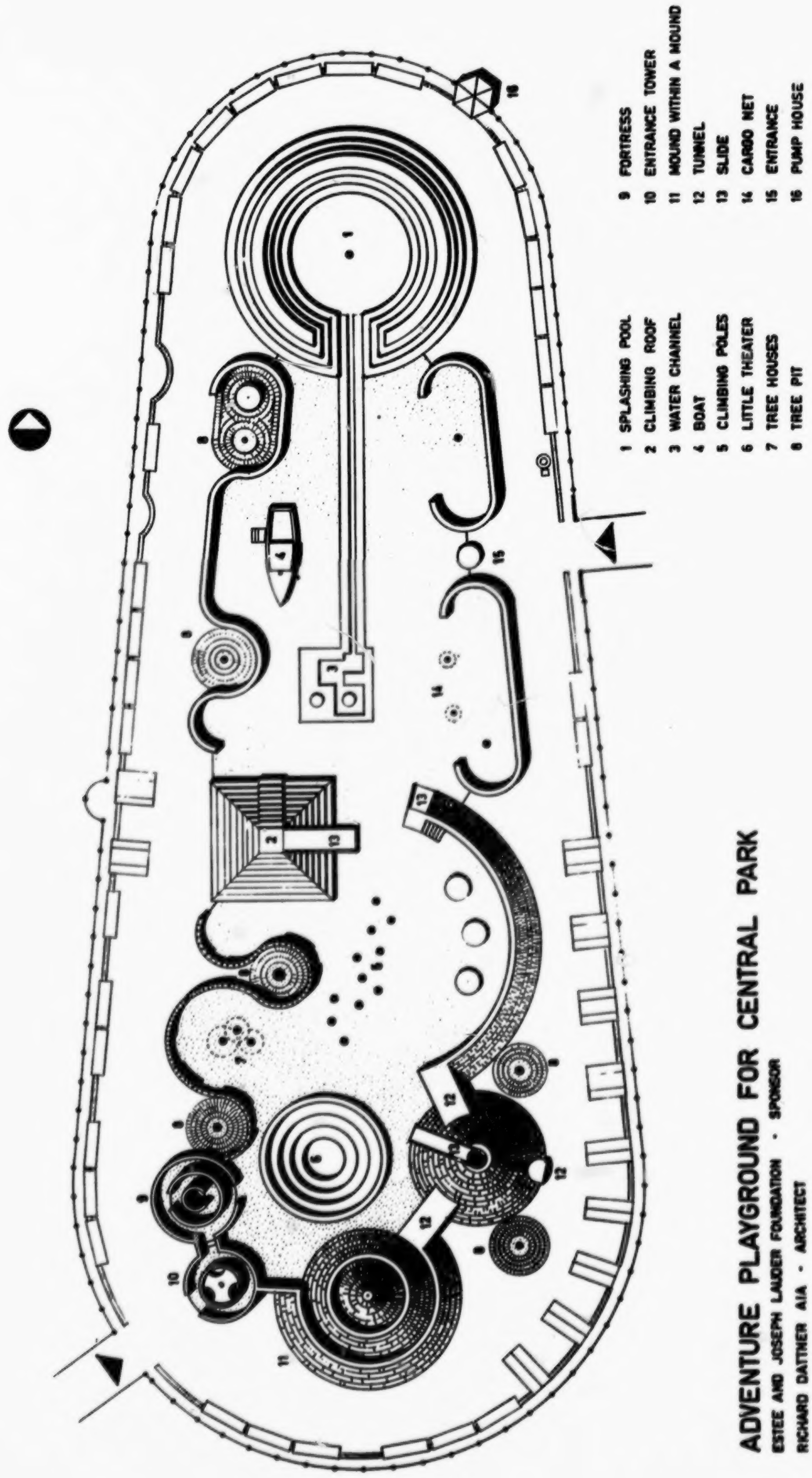

1 SPLASHING POOL
2 CLIMBING ROOF
3 WATER CHANNEL
4 BOAT
5 CLIMBING POLES
6 LITTLE THEATER
7 TREE HOUSES
8 TREE PIT
9 FORTRESS
10 ENTRANCE TOWER
11 MOUND WITHIN A MOUND
12 TUNNEL
13 SLIDE
14 CARGO NET
15 ENTRANCE
16 PUMP HOUSE
ADVENTURE PLAYGROUND FOR CENTRAL PARK
ESTEE AND JOSEPH LAUDER FOUNDATION · SPONSOR
RICHARD DATTNER AIA · ARCHITECT

Figure 57 View A

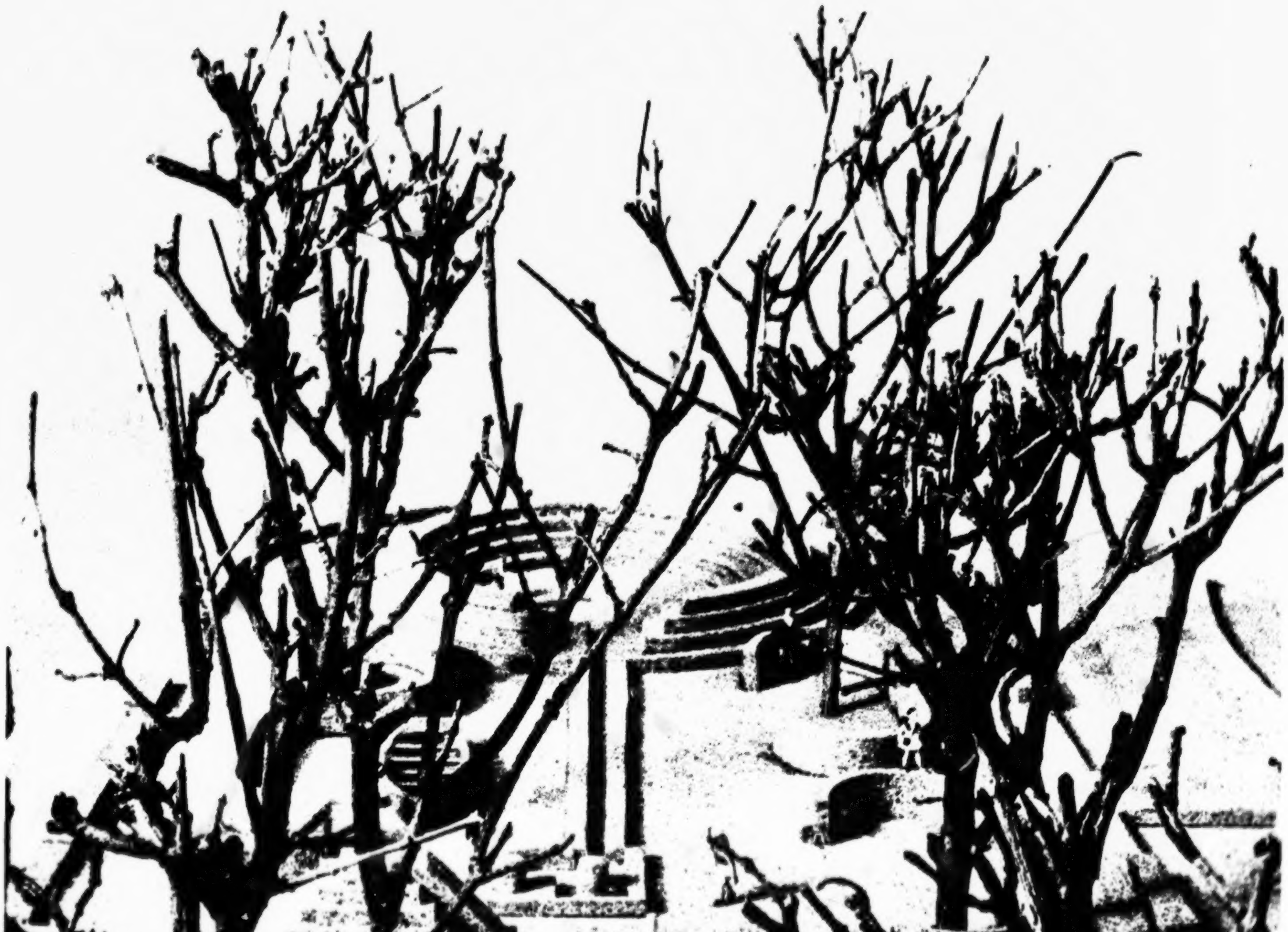


Figure 58 View B

What Do You Think?

Why is the city always changing?

Why aren't all the problems of a city solved?

Why are buildings close together in a city?

Some Suggested Culminating Activities

1. If feasible, arrange a bus tour of the city. During the months before the trip, children may have taken trips with parents to some of the places studied during the theme.

   Plan a bus trip to see some of the highlights of the theme. The places selected will depend upon the interest of the children, their attention span, and the distance involved in the traveling. Among the purposes for which the trip would be taken are:

   To see the many kinds of ships and docks around Manhattan, Brooklyn and Staten Island. (The variety of vessels is very wide and will be especially appealing to the boys. It may lead to the Transportation theme which is studied later in the year.)

   To see the site of earliest New York - Battery Park, downtown Wall Street, statue of George Washington and the Stock Exchange which was once a public building, Trinity Church, Fraunces Tavern. This trip may lead to luncheon in Chinatown and a visit to the Chinatown Museum.

   To see some of the famous tourist attractions studied earlier - Lincoln Center, Rockefeller Center and Central Park. This may lead to a brief visit in the Roosevelt Wing of the American Museum of Natural History, first floor, which houses an excellent diorama of New Amsterdam. (No previous arrangements necessary for this.)

   To see the changing face of the city - old sections, slum sections, effect of clearance and renewal projects in all sections of the city.

2. Encourage an ongoing interest in the city. Suggest that children and parents take a public bus from one end to the other to note the many kinds of communities that can be seen: residential, commercial, industrial.

3. Summarize the various aspects of the city studied thus far. Invite parents and/or another class to share: New York, New York: Wonderful Place to Visit-One City, Many Communities, etc.

4. Present a film about New York City and evaluate how well it shows the city as residents see it. Decorate the room with pictures of famous places, events, and people in the city's story.

5. Recite some poems about the city.

6. Tell why New York City may be called the crossroads of the world:

   From the schedule of some large airlines, list the destination of some planes leaving Kennedy International Airport - airports in the United States; those overseas.

Find out from railroad tables which large cities are served.

Display the flags and names of member nations of the United Nations whose delegates and staff live and work in New York City.

Dramatize the many cultural groups living in the city, based on the earlier study.

Post on the bulletin board pictures and news items of famous world visitors.

Find on a globe the countries to which some passenger and mail ships go when they sail from New York City. Mark the port and trace the ship's journey. (Refer to daily papers.)

Trace the route of ships that have arrived from other lands to New York ports.

How does this show that New York City is the crossroads of the world?

7. Children may pursue individual study in developing scrapbooks relating to different aspects of city life. They may include pictures, stories, results of interviews, suggested library books, places to visit, etc. Themes may be:

   "Neighborhoods"
   "Intersections"
   "Fun"
   "Services"
   "Money"
   "Problems"
   "Languages"
   "Museums"
   "Travel"
   "Rhythm"
   "Many Different People"
   "Old Houses"
   "Schools"
   "Contrasts"
   "Old New York."

8. There will be many places of interest discussed by the class but not visited during the school year. Pose this problem to the class: Make a list of five trips you'd like to take with your family in the New York City metropolitan area. Include a reason for the selection of each site.

SUGGESTED LEARNING ACTIVITIES

THEME B - LIVING AND WORKING IN OTHER CITIES OF THE UNITED STATES

INTRODUCTION

The generalizations which the children developed as a result of the study of New York City are now applied to the study of other cities. Washington, D.C. and Denver, Colorado, involve, in part, some new understandings as to how a city develops; a study of San Francisco may reinforce what the children have learned about how a city evolves. San Juan is another American city, whose inhabitants are citizens of the U.S.A., but whose language is generally Spanish. Its foreign nature is more apparent than the foreign origin of any other American city. Using New York City for reference, the children are helped to make comparisons, note aspects of similarities and differences, and arrive at generalizations.

EMPHASES

Many cities develop because of desirable natural resources; others because they are centrally located; a few are planned.

Climate, the availability of water, and opportunities for trade are important to the growth of cities.

Cities grow bigger and bigger; growth brings advantages and problems. Among the problems are adequate housing, health, schools, and transportation facilities.

San Juan is an American city that is part Spanish in influence.

Influence of New York City on San Juan and vice versa is of mutual advantage.

Cities and suburbs are related to one another through jobs, trade, transportation and communication. Together, they make up a metropolitan area.

Problems of living and working are basically similar in all cities.

A city usually grows around certain important industries.

People from many cultural backgrounds are more often found in seaport cities than in inland cities.

Suggested Learning Activities

I. How can we find information about cities?

A. Develop an understanding of the use of a map as a source of information. Display a large physical-political map of the United States. Desk-size maps can be used as found in Communities and Social Needs by King, et al., on page 86. Help children recall map skills developed in previous lessons by noting symbols used and their function.

What is a map? What does this map show?

Find New York State. How do you know what its boundaries are? Why is New York State important to us?

Discuss previous understandings developed about legends and their use. How do we know where cities are found? What other information does this legend give us?

Read the names of the cities. Tell us about one that is familiar to you. Tell us about one that is not on the map. Why do you suppose it is not shown on this map?

Is Puerto Rico located on the map? (Communities and Social Needs, p. 86) Why not? (Map shows states of the U.S.) What does this tell us about Puerto Rico? (It is not a state.)

B. Review what is meant by a large city. Elicit from the children the characteristics they would expect when visiting a large city.

Would you expect to find many people or few people? Why?

What might you expect the land (water, air) transportation to be like? Why? Extend the discussion to other aspects of urban life, e.g. housing, education, cultural activities, public and private services, etc.

What might be some advantages, disadvantages, and problems of a city?

C. Develop an understanding of the role of a city's location in its growth. Read Communities and Social Needs by King, et al., "Why Does a Community Need a Good Location?", pages 56 and 57. Relate this to the previous study of New York City.

Define "location."

How might a city's location affect businesses?

What role does New York City's location have in its growth?

D. Help children make a list of resources to use to find out more about the cities: pictures, postcards, books, newspaper or magazine articles, pamphlets and brochures, persons who have lived or visited other cities, additional filmstrips or films.

E. Arrange four large envelopes within easy access of the children, labeled with the names of the cities to be studied. Help children classify material about the cities as they are assembled.

F. Help children survey resource personnel to find people who have visited cities to be studied. Review with children the types of questions used in previous interviews. Assist them in preparing new questions for interviews. Consider the following:

When were you in . . . .?

How does it compare with New York in size? (Compare other aspects of urban life also, e.g., ethnic composition, urban renewal, places of interest, etc.)

How did you travel to the city? Why was that mode chosen? (Speed, comfort, economy, etc.)

What descriptive words would give us the flavor of . . . .?

What should a visitor see in . . . .?

What are some of its problems?

G. Small groups of children may select and arrange pictures for the bulletin board on each of the cities. Pictures may be organized into topics, e.g., people, work, houses, transportation, food, fun, cultural activities, etc.

H. Encourage children to make individual scrapbooks of these or other American cities of their choice.

I. Start a cumulative list of the names of some cities represented in the pictures or mentioned by the children.

J. Display brochures and travel guides about the four cities to be studied.

K. Plan to construct a diorama with pictures and three-dimensional objects. Place an outline map of the United States against the back. Streamers might be hung from the appropriate dot to a place on the bulletin board or table where pictures are displayed. (See Theme A, Figure 6.)

L. Get a map of metropolitan New York, Denver, and San Francisco from an oil company tourist service. Plan to follow the following steps when the cities are studied:

Compare the maps with photographs of the same areas. How can you tell which is the "downtown" or business section of each?

Name the communities near each large city. How do you think the people of these communities depend upon the large city?

Color the area referred to in the map as the "metropolitan area." How far does it extend beyond the city?

II. Washington, D.C.

A. Refer to a physical-political map of the United States. Locate Washington, D.C. Use Communities and Social Needs, page 86.

Note the symbol used next to Washington, D.C. Compare it with the symbol used for other large cities. How and why is the symbol different?

What does the legend tell us about Washington, D.C.?

Define "nation" and "capital."

How far is Washington, D.C. from New York? Plan to interview a parent or staff member to find out how long it takes to get from New York City to Washington, D.C. by car, train or plane. A letter may be written to A.A.A. to obtain the information. Compare the data from the sources.

B. Read the account of the planning of Washington, D.C. Include the discussions and differences of opinion that went into the planning. Use the text Your Towns and Cities by Tieg, et al., "A City That Was Planned," pages 168-169.

Why was a central place on the East Coast chosen?

Why did the planners want the capital's site to belong to the whole country, not just to one of the states?

Discuss the meaning of "D.C."

C. Share the following paragraph with the students.

> "One of the men with George Washington was a French architect named Pierre Charles L'Enfant. He had been chosen to draw the plans for the city. Benjamin Banneker, a Negro, worked with him. Mr. Banneker was a scientist whose special field was mathematics. He surveyed, or measured, the land as to the size and shape of the city."
>
> - Tieg et al.: Your Towns and Cities, Ginn and Company, Boston.

What was the job of Pierre Charles L'Enfant? Benjamin Banneker?

(Teachers may refer to The Negro In Our History by Carter G. Woodson and Charles H. Wesley for further information on Benjamin Banneker.)

D. Use the filmstrip and record, Benjamin Banneker (SVE) to extend students' knowledge. The teacher may preview the record narration and use it as background material for her own comments and questions; later, she may use the filmstrip with the class. See also, Proudly We Hail by Brown and Brown, Houghton and Mifflin, Chapter 2, "School in the Sky...Benjamin Banneker."

How was Benjamin Banneker involved in the planning of Washington, D.C.? With whom did he work?

What other achievements made Benjamin Banneker an important person in the history of our country?

Why were his achievements a surprise to some people?

What is the difference between a free man and a slave?

E. Compare the photograph of Washington, D.C. in the picture book Washington, D.C. Is..., John Day, Picture 3, with the original plan as seen in Frame 2 of the filmstrip Benjamin Banneker (SVE).

Locate the United States Capitol, Lincoln Memorial, Washington Monument, etc.

Trace the street patterns as in the spokes of a wheel.

Make a map of the area using the photograph as a guide. Help children devise symbols for items noted on the map.

F. Use portions of texts and library books that give additional information on Washington, D.C., such as Communities and Social Needs by King, et al., Your Towns and Cities, by Tieg, et al.,

Why is Washington, D.C. special? How did it get its name?

What is a capital?

How is the city governed? How is the job of Mayor Washington of Washington, D.C. different from the job of Mayor Lindsay of New York City?

What services are performed in Washington, D.C.? What kinds of jobs can be had?

G. Identify New Yorkers who represent our city in Washington, D.C. Find a newspaper article discussing the roles of our representatives and a recent important event.

H. Keep an up-to-date bulletin board of news items originating there.

I. Use a road map to trace a car or bus route from New York City to Washington, D.C.

J. Develop interest in the city of Washington, D.C. as the national capital by showing a filmstrip of famous attractions to visit. (Our Capital City, Washington, D.C. #63,800.13). Among the places to visit are monuments named after famous Americans.

Locate the Washington Monument and Lincoln Memorial on city maps and in photographs.

What is a monument?

Why do we honor some Americans?

What monuments have you seen in New York City?

K. Make a roller movie of the tourist sights one would want to see in Washington, D.C. Use illustrations from magazines and postcards with original captions by the children. Invite another class to share the experience. Include snapshots or color slides taken by parents or staff members on a visit.

Sights would include:
- Capitol
- White House
- Lincoln Memorial
- Washington Monument
- Arlington (Va.) - President Kennedy's gravesite
- Include homes and hotels.

L. Ask children to tell why they would (or would not) like to live in Washington, D.C. Tell five ways Washington, D.C. is like New York City.

M. Use a map of the metropolitan area to explore the relationship between Washington, D.C. and the suburbs.

Identify areas that might be suburbs.

Recall the understandings developed in studying New York City and its suburbs. What might be the relationship between Washington, D.C. and its suburbs? What are some problems the city and its suburbs may solve jointly?

Why is Arlington, Virginia famous?

N. Help children develop an on-going list of phrases describing Washington, D.C. such as:

Washington, D.C. is...
...on the East Coast of our country.
...the home of the President.
...a city that belongs to all Americans.
...a city that was planned many years ago.
...the home of many government workers.

O. Read a library book on one of the places of interest in Washington, D.C., such as The White House by Mary Kay Phelan. Questions can be planned for individual or committee assignments.

To whom does the White House belong?

What ideas guided George Washington in his choice of a location for Washington, D.C.? (Compare this with information from other sources.)

(What and where is the home of New York City's first family?)

How did the White House get its name?

Views of Washington, D.C.

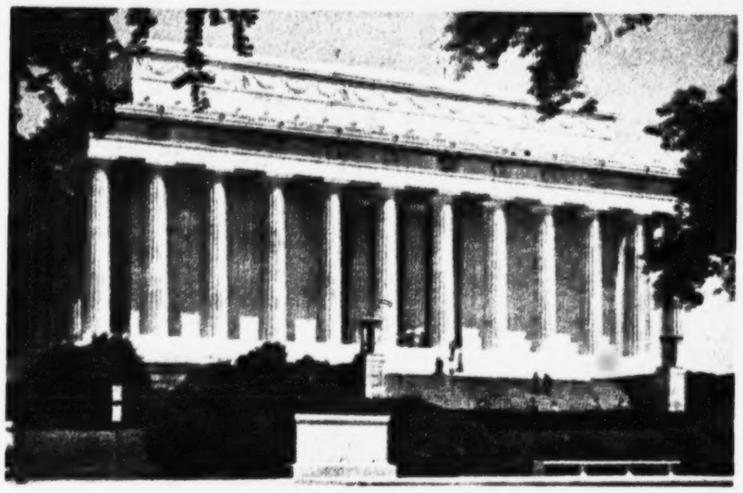
Find the buildings shown by the numbers on the map.

Trace your route if you were to walk across the bridge to the Lincoln Memorial. Where would you walk or ride after that?

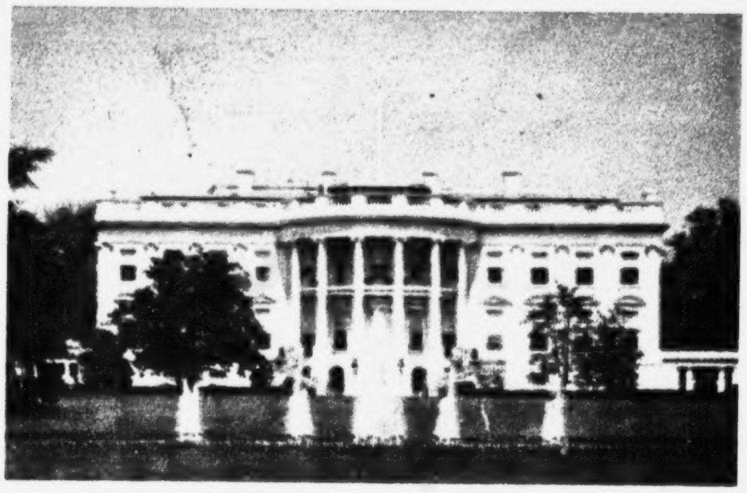
In what ways are the White House and the Lincoln Memorial different?

Why are they of interest to visitors?

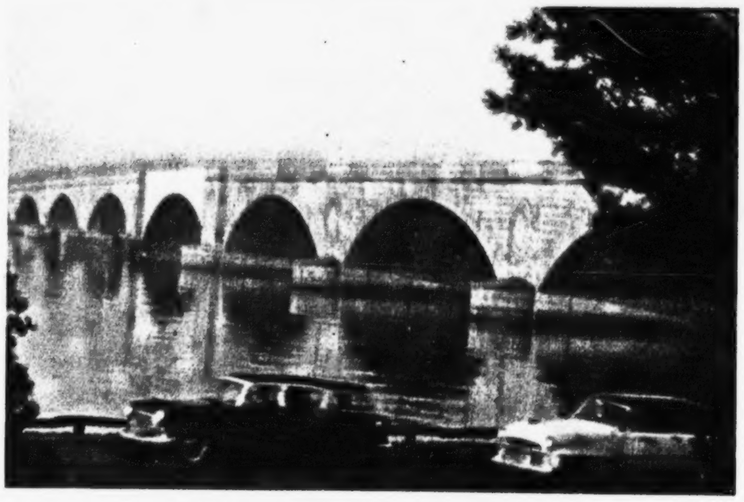
What is the name of the family that lives in the White House now?



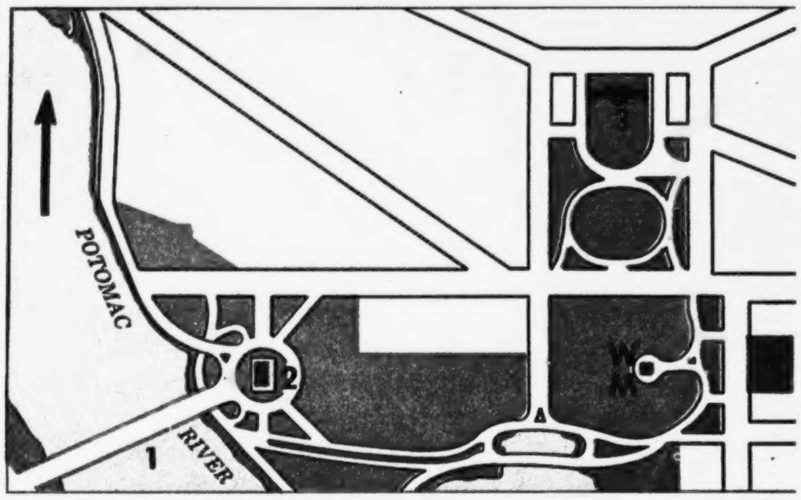
2. The Lincoln Memorial



3. The White House



1. A bridge over the Potomac River



A map drawing of part of Washington

Figure 59

III San Juan, Puerto Rico

A. Use a flat map and globe to locate Puerto Rico.

Is it close to or far from New York City?

What is the relationship between the equator and the weather in Puerto Rico?

What is an island? Name another island you have studied.

How do people travel to and from San Juan?

B. Read to the class Ramon of Puerto Rico by Kohan and Weil (163-383).

C. Interview children, parents, or school staff who have lived or visited in San Juan. Prepare a list of questions in advance.

Do they have cities like ours in Puerto Rico?

Do they have subways and tall buildings?

What kinds of schools do the children attend?

D. Plan a trip to San Juan. What kind of clothing would you need? How long does the trip take by plane? By ship? Why would one vacation there? What sightseeing would you do there? Would you visit anyone? What sort of foods would you eat there?

E. Read the chapter, "Puerto Rico" in Communities and Social Needs by Tieg et al.

Help children list places tourists like to visit.

What evidences are there of the history of Puerto Rico?

Why do the people speak both English and Spanish?

San Juan is the capital of Puerto Rico. What activities probably take place there?

How do some people earn a living?

F. Enlist the aid of resource personnel to plan a "San Juan Food Festival." Use clippings from newspapers and wrappings from food containers to illustrate a chart listing items on the menu. Select some items on the menu to be included in a class "tasting party."

G. Use photographs of San Juan for additional information to aid in the development of understandings about San Juan. Use Figures 60-65.

What evidences are there of an old city?

How is old San Juan like old New York?

How do you know there is a strong Spanish influence? (street names, architecture, etc.)

What are the modern influences in San Juan?

Help children list ways in which San Juan is like New York City and Washington, D.C.

H. Have children draw inferences from what they have learned:

Do people in San Juan have any of the problems we have in New York City?

In what ways is life more pleasant in San Juan?

In what ways is New York City a better place to live?

Why do people who lived in San Juan come here to live? Why do some of them go back?

Many New Yorkers visit San Juan. Why? (Some, non-Puerto Rican, as vacationers; others, Puerto Ricans, to visit relatives.)

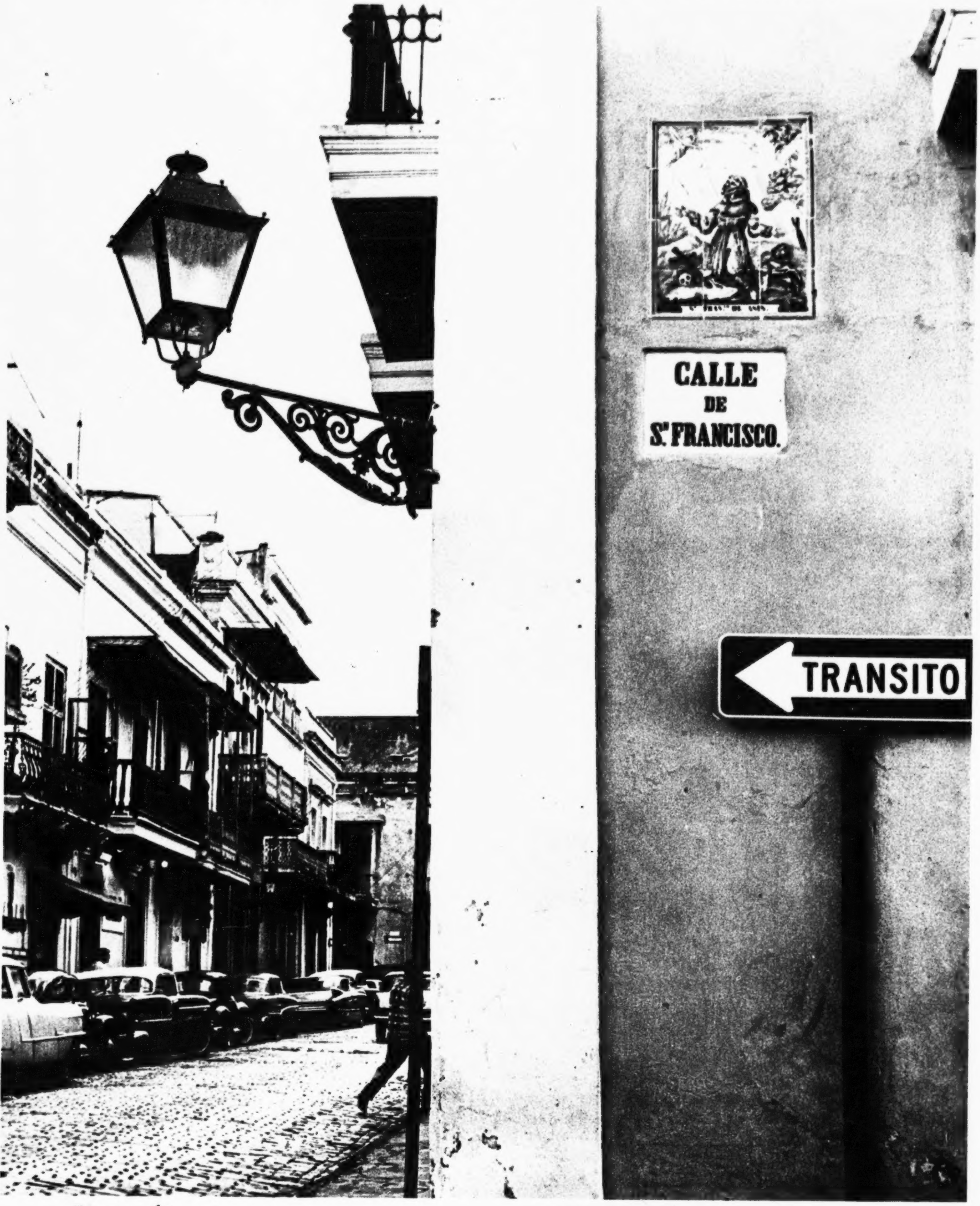


Figure 60

Commonwealth of Puerto Rico

Typical Street in Old San Juan

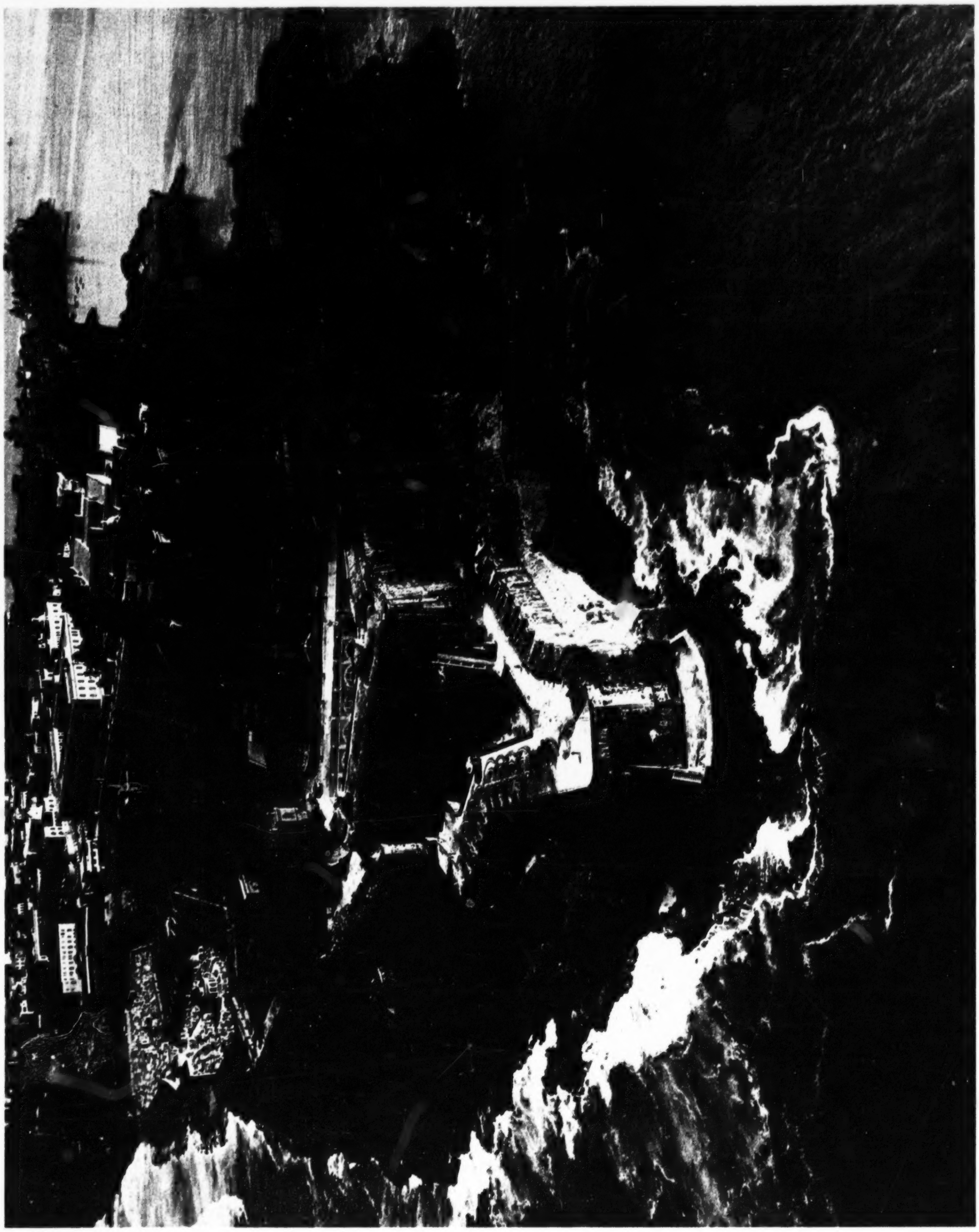


Figure 61 Commonwealth of Puerto Rico

El Morro, on the NW tip of Old San Juan - for centuries Puerto Rico's point of defense, now one of the island's most fascinating and famed points of interest.

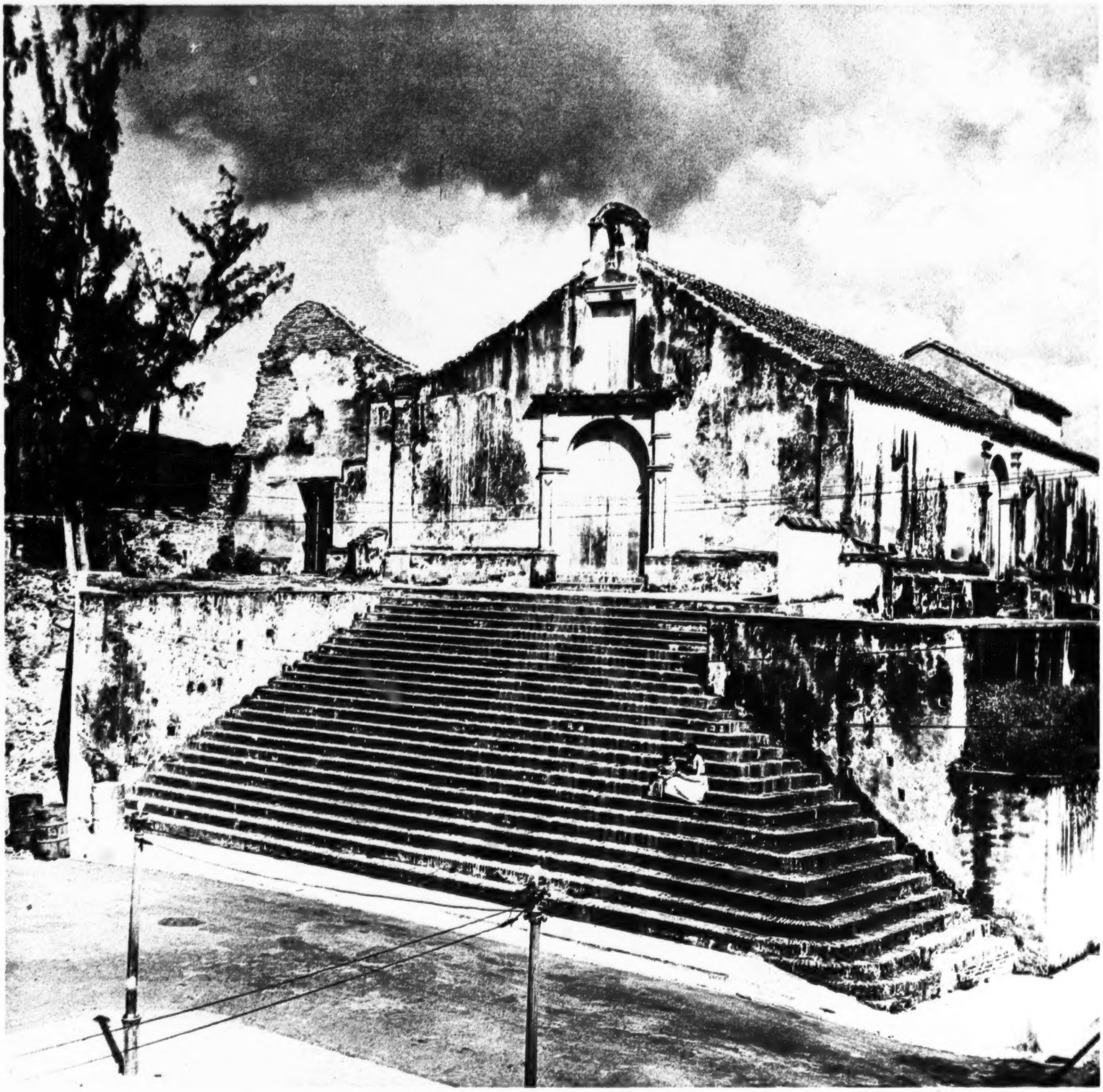


Figure 62 Commonwealth of Puerto Rico

Catholic church built around 1606. Now a museum.

Figure 63

Commonwealth of Puerto Rico

A Plaza

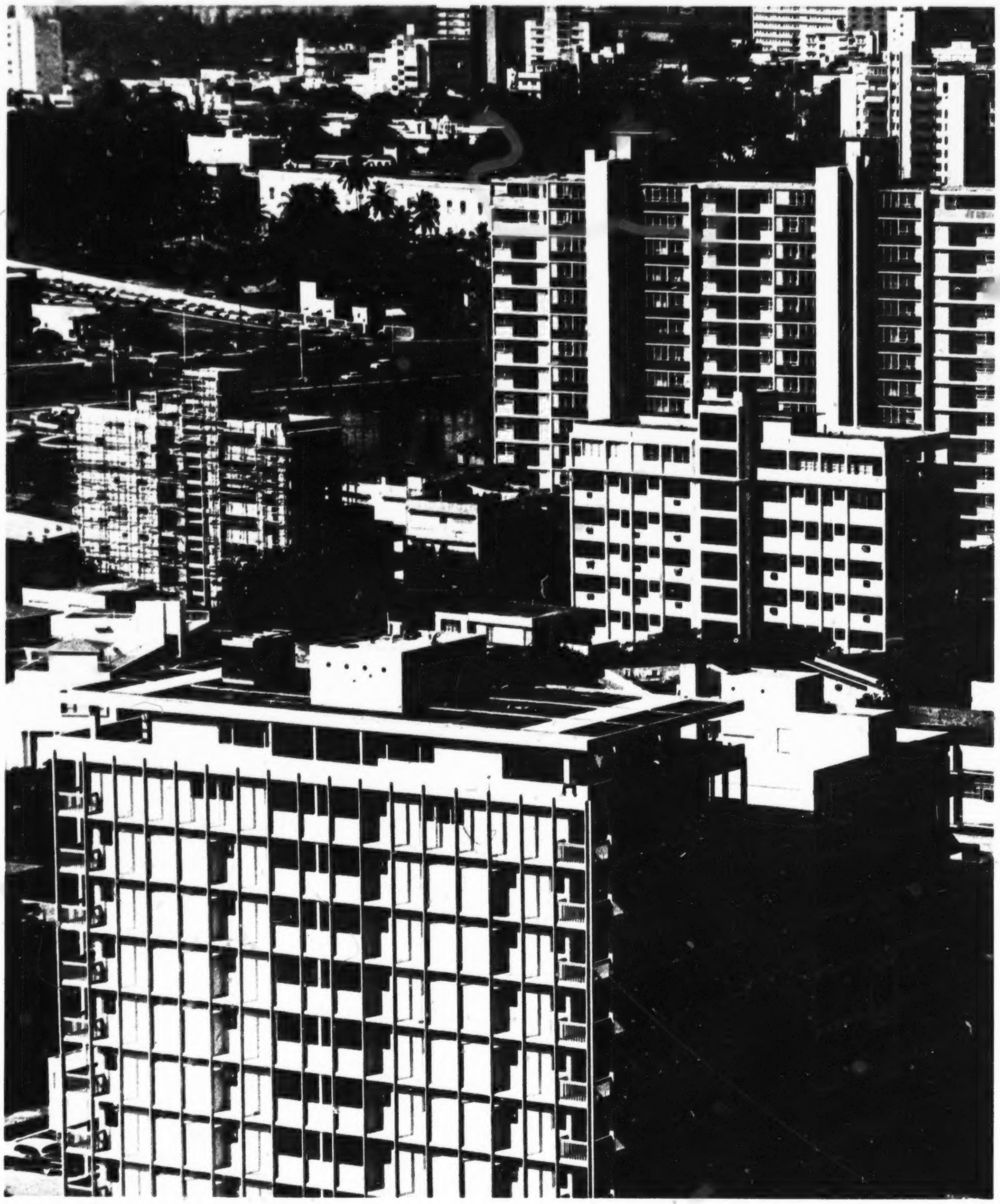


Figure 64 Commonwealth of Puerto Rico

San Juan

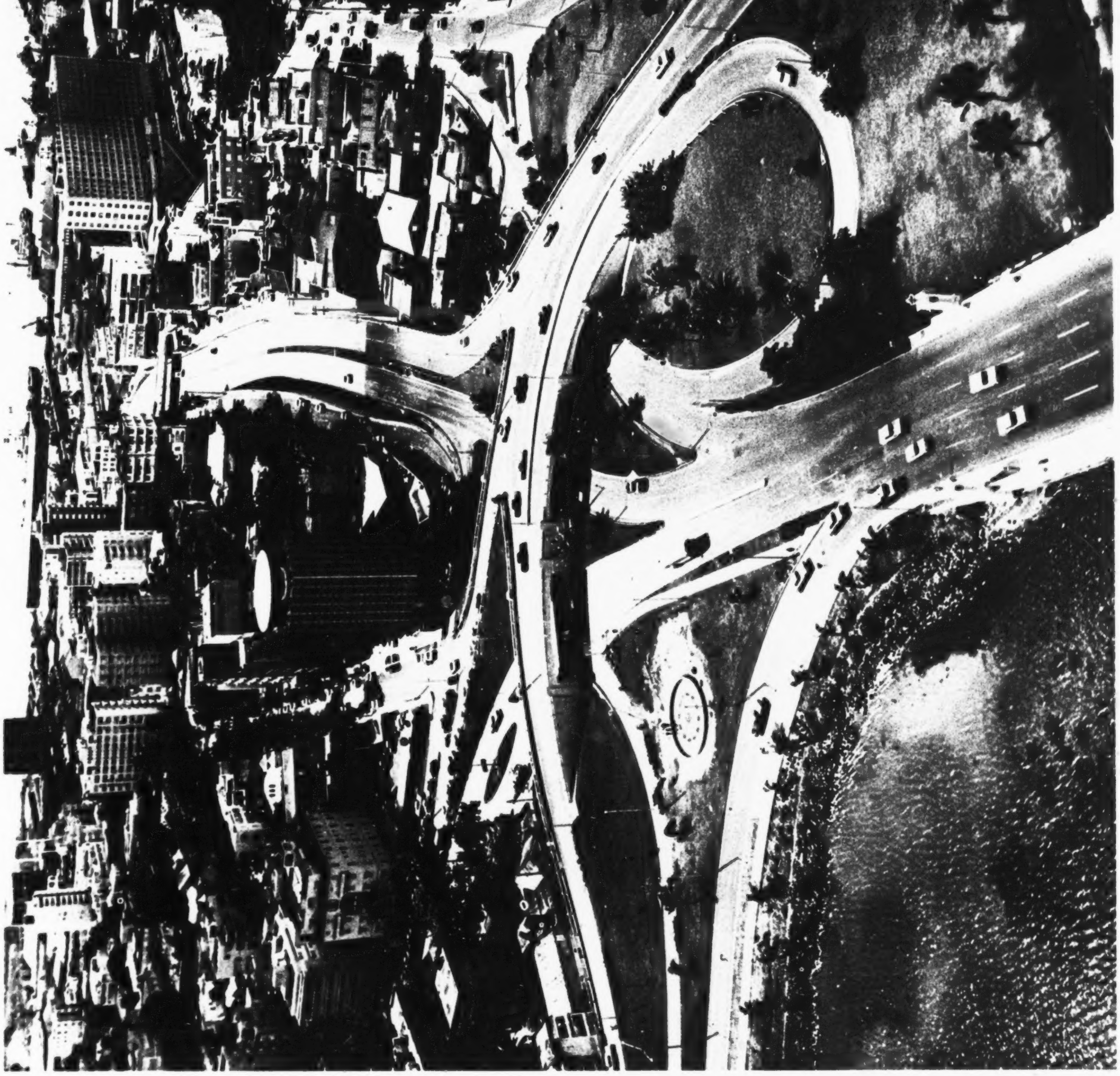


Figure 65 Information Center of Puerto Rico

San Juan Growing Up and Out

IV. San Francisco, California

A. Develop children's geographic understandings as they approach a study of San Francisco. Use a map of the continental United States to locate California, the Pacific Ocean, neighboring states and countries.

Find Mexico. What language is spoken there? What might this tell us about the early settlers of California?

Have the children trace the boundaries of the state of California.

Allow time for an exchange of information about California obtained from friends, relatives, and television.

Locate the two largest cities in California (Los Angeles and San Francisco). What can we tell about the earliest settlers from the names of these cities? What language did they speak?

B. Use the picture book San Francisco Is... (John Day) to help describe the founding and growth of San Francisco. Pictures 2 and 11 highlight the Spanish Mission and the Gold Rush.

The Spanish Mission was founded by Franciscan friars from Mexico in 1776. What was occurring on the East Coast at about the same time?

In what way could the Gold Rush (1849) influence San Francisco's population? Describe the conditions and the kinds of people who came.

C. Use a map to explore the geography of the San Francisco metropolitan area.

Help children see that San Francisco is located on a peninsula. Define 'peninsula' and compare with an island.

Allow opportunity for children to describe a peninsula in their own words, e.g., "It sticks out like a finger."

D. Look up the population of San Francisco in the World Almanac. Compare it with the population of New York City. Help children project what life might be like in San Francisco.

E. Read a library book such as This is San Francisco by Miroslav Sasek.

What factors influenced the growth of San Francisco?

How does the hilly terrain affect life in San Francisco?

What evidence is there of a pluralistic society? What languages would be heard on the streets or in the shops?

Locate the double-decker San Francisco-Oakland Bay Bridge on a map of the area. Locate a double-decker bridge on a map of New York City metropolitan area. What does this tell you about traffic in both cities?

Name some things in which San Franciscans might take pride.

Which pictures tell some of the history of San Francisco?

Why do you suppose San Francisco has the largest Chinese-American community in the United States?

F. Display pictures in San Francisco Is..., John Day, that relate to the modern city.

What do they tell us about the geography of the city?

What types of jobs might the people have? Make a list using the activities seen in the pictures. Compare this list with one of New York City for similarities and differences.

What groups of people are seen? Identify them. How does this compare with information from other sources?

In what way are some of the problems the same as in other cities (e.g., urban renewal)?

G. Since San Francisco is unique in having cable cars, read the story of the life of one cable car in Maybelle the Cable Car by Virginia Burton.

Why were cable cars invented?

Why were they safer than horse-drawn cars? What is the job of the gripman?

Why did the city government plan to get rid of the cable cars?

How did the people protest?

Why do you suppose most of the people wanted to keep the cars?

What are the advantages and disadvantages of the cable cars?

H. Read portions of texts relating to the city:

Your Towns and Cities by Tieg and Adams, "The Big City," pages 8-48.

Our Working World: Cities at Work by Lawrence Senesh, "Where People Mean More than Cars: San Francisco," pages 192-199.

I. Make a scrapbook about San Francisco's famous sights. Children might label each entry and formulate descriptive sentences.

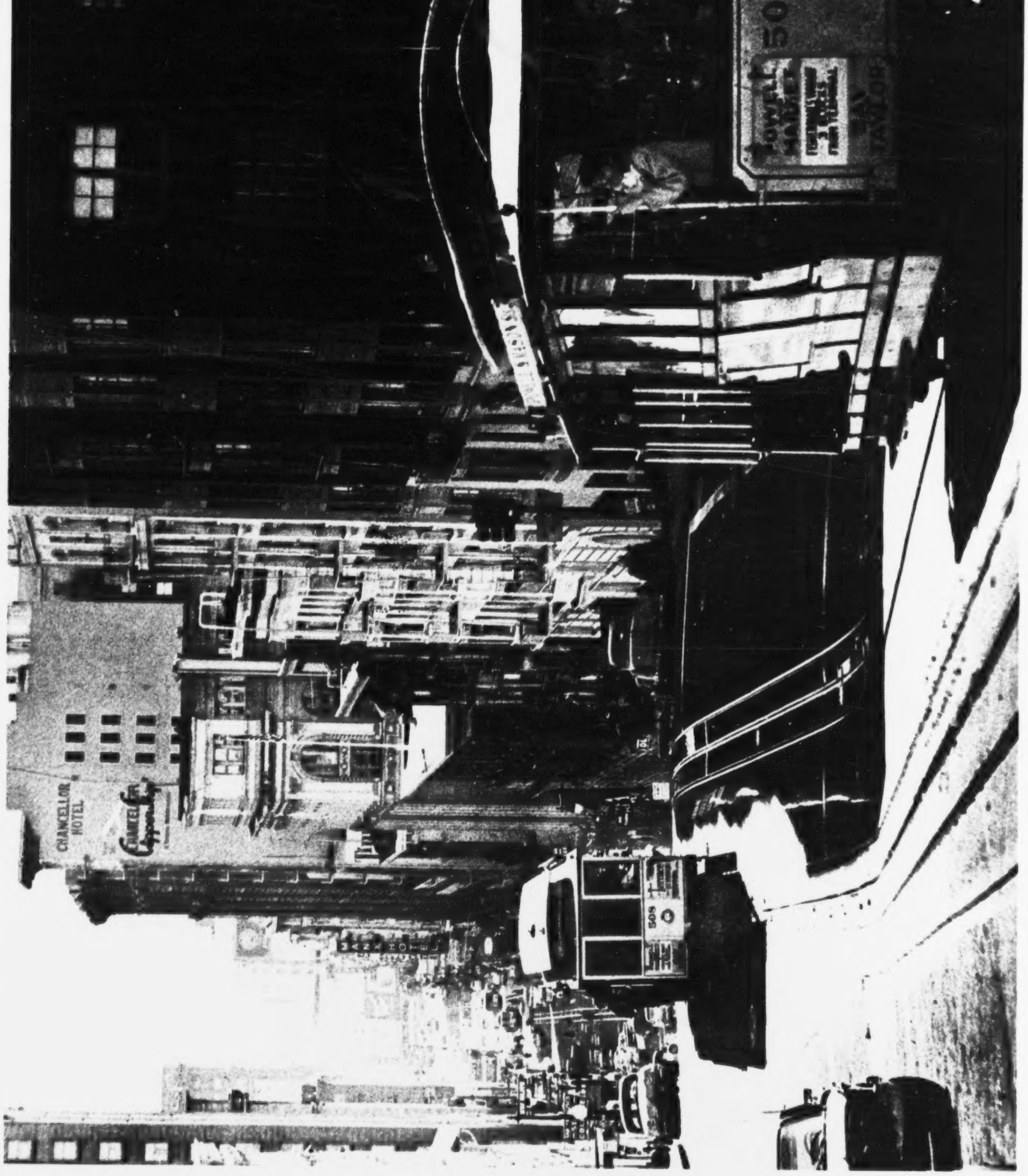

Terrace
ST. FRANCIS
509
POWELL
MARKET
BAY
TAYLOR
CHANCELLOR HOTEL

Figure 66 Street Scene in San Francisco

V. Denver, Colorado

A. Initiate the study of Denver by referring once more to the physical-political map of the continental United States.

Find New York City, Washington, D.C. and San Francisco. Review understandings developed noting why they are large cities.

Locate Denver, Colorado. Have children trace the boundaries of Colorado. Allow opportunity for children to speculate on reasons for its growth. (It is an inland city.)

Help children list other forms of transportation which might be available.

B. Display pictures of Rocky Mountain scenes to show the great heights, snow-capped peaks, and steep hillsides. Appropriate pictures are found in the picture book Denver Is..., John Day, Pictures 1 and 22.

Help children to use their own words to describe the mountain scenes.

Why do you think Denver is called "The Mile High City"?

C. Read a story of pioneers moving westward by covered wagon. What were some of the hardships they had to overcome? Why do you think some of them decided to settle in what is now Denver? Use the teacher's guide to Denver Is... and Pictures 2 and 3 to highlight the importance of nearby gold discoveries and early Indian settlements.

D. Look up the population of Denver in the World Almanac. How does it compare with the population of other cities studied?

E. Develop an understanding of the job opportunities in Denver by exploring the types of industries found.

Write to the Chamber of Commerce for pictures and descriptions of the Denver Mint and the Space Center for the Titan missiles.

Use pictures 5-10 in Denver Is..., John Day. What industries are illustrated? List some of the jobs. Compare this list to lists reflecting jobs in other cities.

F. Use the picture in Figure 67 to note similarities and differences among cities studied.

Compare the geography.

How do the people of Denver travel? Ship goods?

What activities are probably taking place to allow for a growing population?

G. Make a scrapbook of activities in or near Denver that are different from those found in other cities. Add a page with answers to this question, "Why did Denver become a big city?"

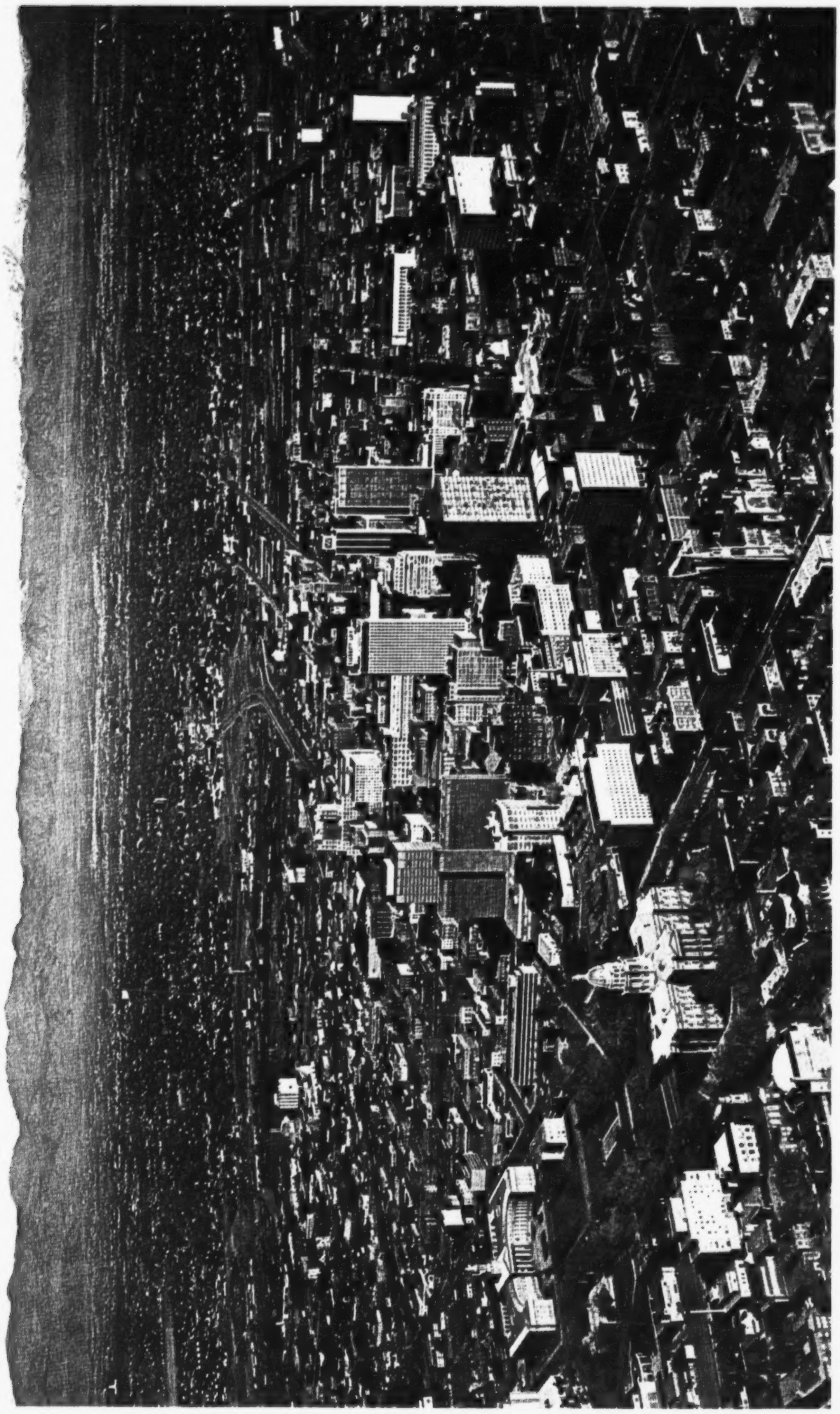


Figure 67 View of Denver, Colorado

What Do You Think?

How is New York City like other cities you've studied?

How would visitors to each city know that people lived there long ago?

Why are many cities located on a river, ocean, or lake?

Suggested Culminating Activities

1. Build one of the cities studied using the model city buildings. Join several large pieces of brown wrapping paper and place them on a table. Color or paint water areas, and construct paper bridges or highways to suburban communities. This activity can be used as an evaluative device. Note the children's ability to include all the aspects of urban living that they have discovered.

2. Share the following selection with the children.

> "Other cities in the United States have grown because of fine harbors. Some cities have grown near big rivers or lakes. Still other cities have grown where railroads or trails met."
>
> Tieg et al., Your Towns and Cities.
> Ginn and Company.

   What are the reasons given for the growth of large cities? List them. Which reasons apply to the cities you have studied?

3. Help children develop a list of their own words, phrases, and sentences that describe our form of government, our ideals, and the way we live.

   People vote for our leaders.
   Our laws are made to help us live safely and orderly, etc.

4. Which cities studied are capitals? How are government activities in capital cities different from government activities in other large cities?

5. Make a chart such as the following telling why each city grew.

New York City	Washington, D.C.	Denver	San Juan

SUGGESTED LEARNING ACTIVITIES

THEME C - LIVING AND WORKING IN OTHER CITIES OF THE WORLD

INTRODUCTION

Factors that influence the growth and development of urban American cities can now be applied to urban centers through the world. Although customs and ways of living may be somewhat different, these differences are far outweighed by the basic similarities of the way people live and work in all cities. Like a knowledgeable tourist, the second grade child should acquire, as a result of being exposed to a study of cities outside of the United States, some awareness of the interesting features of the city, how people live and work, and the relationship of these urban areas to the people of New York City.

EMPHASES

Cities everywhere have similar needs and problems.

A city can develop favorably because of a variety of factors.

Most cities of the world are interdependent.

Trade between New York City and the cities in the rest of the world involve very important products.

Man alters nature to make improved living possible (Amsterdam).

Traces of early Dutch settlement are still present in our city.

Cities in newly emerging countries (Lagos) also grow up and out as does New York City.

People in cities around the world have the same basic needs and similar problems.

SUGGESTED LEARNING ACTIVITIES

I. Lagos, Nigeria

A. Use maps and globes to help children orient themselves to another part of the world.

Use a globe to find Africa. Discuss the variety of transportation, the means of traveling there with regard to speed, comfort, and economy.

Use a map of Africa to locate Nigeria. (See Figure 68.) Locate Lagos. Why would Lagos become a leading seaport?

Lagos is called the federal capital of Nigeria. What does 'federal' mean? How is Lagos similar to Washington, D.C. (See Figures 69 and 70)

B. Read parts of a story which describe Lagos to children. See Let's Travel to Nigeria and Ghana by Kittler and Getting to Know Nigeria by Sam Olden.

C. Encourage interest in Nigeria by showing a filmstrip which illustrates similarities and differences between life there and life in the United States. Use Nigeria: What You'd See There, two filmstrips and two records (Bailey Films).

Explore the relationship of Nigeria's proximity to the equator and the climate. Compare with Puerto Rico.

Help children note contrasts in traditional and modern influences as shown in clothing, homes, and customs.

Explore the job opportunities available by noting industries and other commercial activities.

What does it mean to "bargain"? Simulate this in a class role playing situation.

One food mentioned is "plaintain." Where else is this eaten? (See Theme A.)

D. Discuss the problems which can develop if there is a lack of communication. (See Figure 5.)

What language is used to communicate news?

Why is one language used in the newspapers?

How many different newspapers do you see in the picture?

How often is the "Daily Express" printed?

How can people in other cities around the world communicate with people in Lagos?

What does telecommunications mean?

How does telecommunications help us learn about Lagos?

What other ways help us gain information about life in Lagos?

E. Show a filmstrip such as Lagos: Federation of Nigeria (Eye Gate) to help children understand the urban setting of Lagos. Examples of similarities and differences are noted in population growth, variety of religions, multiple languages, and modern and traditional influences. (Include Figures 71-77)

How can you tell that Lagos is changing from the old to the new?

How is Lagos similar to other cities? How is it different?

Note the crowds and transportation facilities. What does this tell you about Lagos? Why do so many people live in Lagos? What do newcomers bring with them?

F. Read some folk tales of Africa which reflect a point of view, emphasize a moral, or suggest the philosophy of the people. Some tales are available in African Myths by Carter G. Woodson (Associated Publishers). "The Fox and the Goat" is an example of a folk tale which is used and enjoyed by children in Lagos.

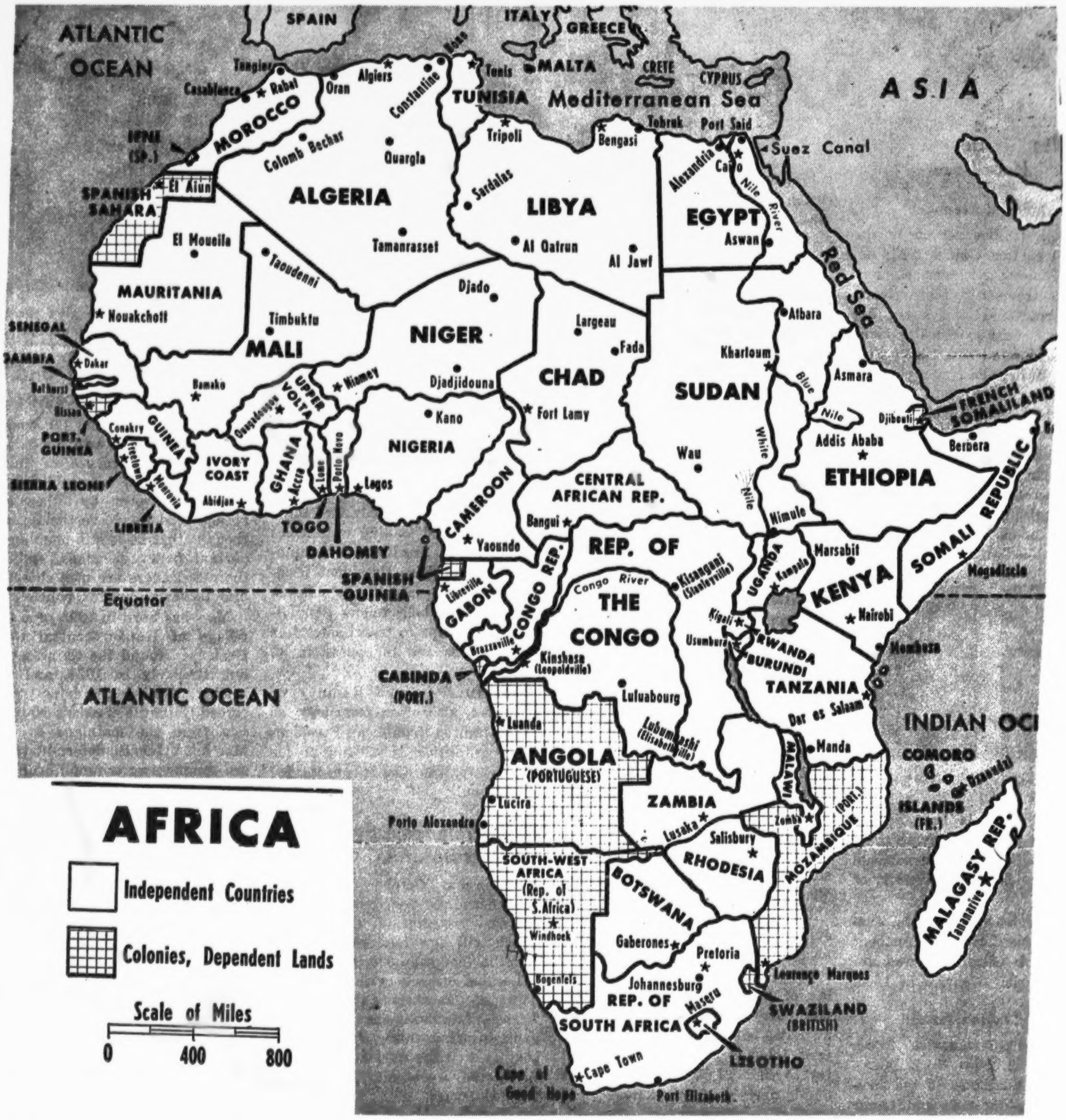

AFRICA
Independent Countries
Colonies, Dependent Lands
Scale of Miles
0
400
800
ATLANTIC OCEAN
Mediterranean Sea
ASIA
Suez Canal
Red Sea
INDIAN OCEAN
Equator
SPAIN
ITALY
GREECE
MALTA
CRETE
CYPRUS
MOROCCO
IFNI (SP.)
SPANISH SAHARA
ALGERIA
TUNISIA
LIBYA
EGYPT
MAURITANIA
MALI
NIGER
CHAD
SUDAN
SENEGAL
GAMBIA
PORT. GUINEA
GUINEA
SIERRA LEONE
LIBERIA
IVORY COAST
GHANA
UPPER VOLTA
TOGO
DAHOMEY
NIGERIA
CAMEROON
CENTRAL AFRICAN REP.
ETHIOPIA
FRENCH SOMALILAND
SOMALI REPUBLIC
SPANISH GUINEA
GABON
CONGO REP.
REP. OF THE CONGO
UGANDA
KENYA
RWANDA
BURUNDI
TANZANIA
CABINDA (PORT.)
ANGOLA (PORTUGUESE)
ZAMBIA
MALAWI
MOZAMBIQUE (PORT.)
RHODESIA
SOUTH-WEST AFRICA (Rep. of S. Africa)
BOTSWANA
REP. OF SOUTH AFRICA
SWAZILAND (BRITISH)
LESOTHO
COMORO ISLANDS (FR.)
MALAGASY REP.
Tangier
Rabat
Casablanca
Oran
Algiers
Constantine
Bone
Tunis
Tripoli
Bengasi
Tobruk
Port Said
Alexandria
Cairo
Nile River
Aswan
Colomb Bechar
Ouargla
Sardalas
Tamanrasset
Al Qatrun
Al Jawf
El Aiun
El Moueila
Taoudenni
Nouakchott
Timbuktu
Djado
Largeau
Fada
Atbara
Khartoum
Asmara
Blue Nile
White Nile
Djibouti
Berbera
Addis Ababa
Dakar
Bathurst
Bissau
Conakry
Freetown
Monrovia
Abidjan
Bamako
Ouagadougou
Niamey
Djadjidouna
Kano
Fort Lamy
Accra
Lome
Porto Novo
Lagos
Wau
Yaounde
Bangui
Nimule
Marsabit
Kampala
Mogadiscio
Libreville
Congo River
Kisangani (Stanleyville)
Nairobi
Kigali
Usumbura
Mombasa
Brazzaville
Kinshasa (Leopoldville)
Luluabourg
Dar es Salaam
Lubumbashi (Elisabethville)
Luanda
Manda
Dzaoudzi
Lucira
Porto Alexandre
Lusaka
Zomba
Salisbury
Tananarive
Windhoek
Gaberones
Pretoria
Johannesburg
Lourenço Marques
Maseru
Bogenfels
Cape Town
Cape of Good Hope
Port Elizabeth

Figure 68

From Weekly News Review, courtesy
Civic Education Service, Washington, D.C.

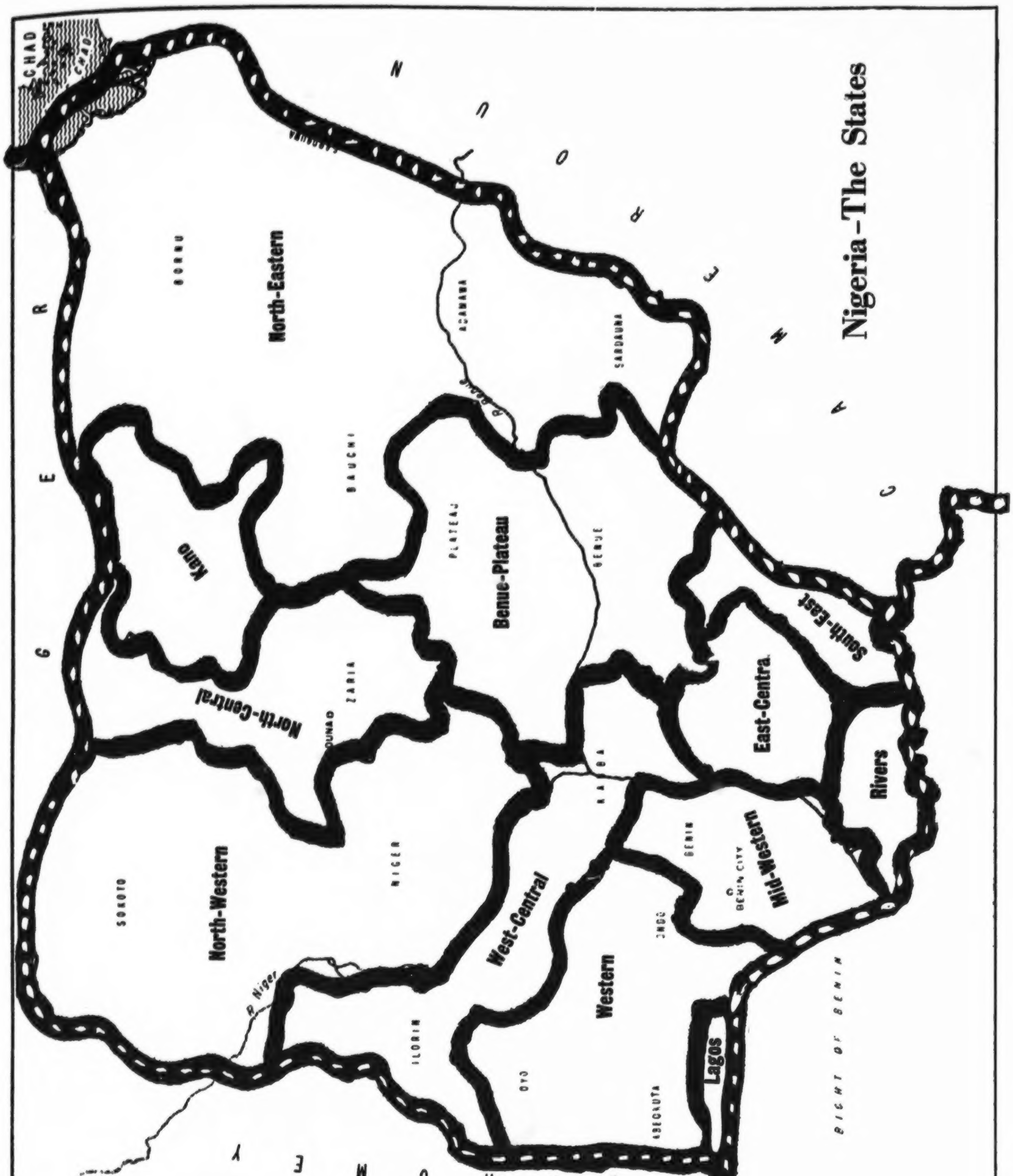
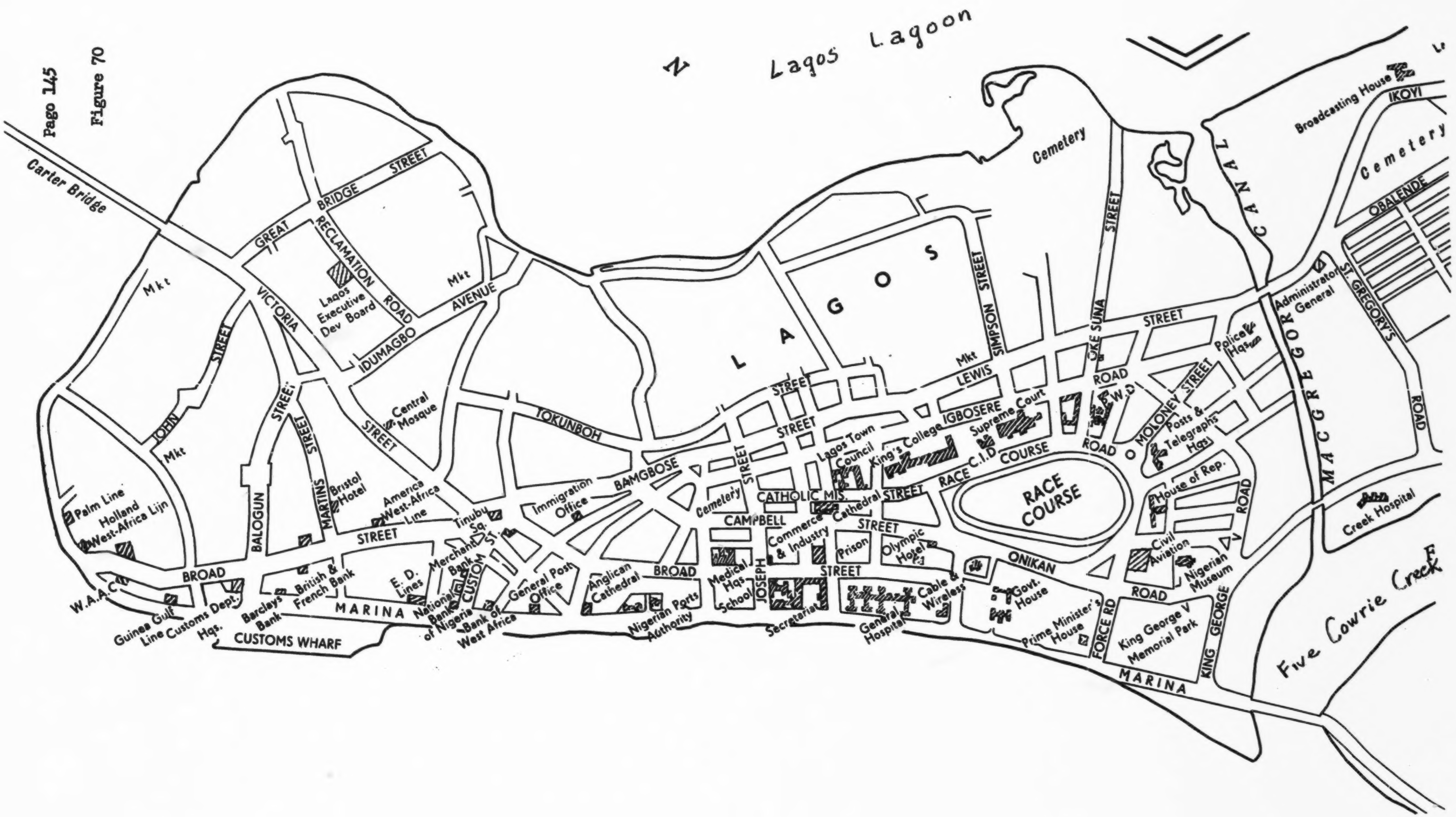

Nigeria
Nigeria-The States
N I G E R
C A M E R O O N
D A H O M E Y
CHAD
LAKE CHAD
BIGHT OF BENIN
R. Niger
R. Benue
North-Western
North-Central
Kano
North-Eastern
Benue-Plateau
West-Central
Western
Lagos
Mid-Western
East-Centra
South-East
Rivers
SOKOTO
NIGER
ZARIA
KADUNA
BAUCHI
BORNU
ADAMAWA
SARDAUNA
PLATEAU
BENUE
KABBA
ILORIN
OYO
ABEOKUTA
ONDO
BENIN
BENIN CITY

Figure 69

Figure 70


N
Lagos Lagoon
Carter Bridge
LAGOS
Cemetery
Broadcasting House
IKOYI
Cemetery
OBALENDE
CANAL
ST. GREGORY'S
ROAD
MACGREGOR
Administrator General
Creek Hospital
Five Cowrie Creek
Mkt
GREAT
BRIDGE
STREET
RECLAMATION
ROAD
Laqos Executive Dev Board
Mkt
AVENUE
IDUMAGBO
VICTORIA
STREET
JOHN
Mkt
STREET
STREET
MARTINS
Bristol Hotel
Central Mosque
STREET
TOKUNBOH
BAMGBOSE
Immigration Office
America West-Africa Line
Tinubu Sq.
ST.
Palm Line
Holland West-Africa Lijn
BALOGUN
STREET
BROAD
W.A.A.C.
Guinea Gulf Line
Customs Dept. Hqs.
CUSTOMS WHARF
Barclays Bank
British & French Bank
MARINA
E. D. Lines
Merchant Bank
National Bank of Nigeria
CUSTOM
Bank of West Africa
General Post Office
Anglican Cathedral
BROAD
Nigerian Ports Authority
Cemetery
STREET
STREET
CATHOLIC MIS.
CAMPBELL
Commerce & Industry
Medical Hqs.
School
JOSEPH
Secretariat
Cathedral
Lagos Town Council
King's College
STREET
Mkt
LEWIS
SIMPSON
STREET
IGBOSERE
Supreme Court
STREET
Prison
Olympic Hotel
STREET
General Hospital
Cable & Wireless
RACE
C.I.D.
COURSE
RACE COURSE
ONIKAN
Govt. House
Prime Minister's House
FORCE RD
OKE SUNA
STREET
ROAD
P.W.D.
ROAD
MOLONEY STREET
Posts & Telegraphs Hqs.
Police Hqs.
House of Rep.
Civil Aviation
Nigerian Museum
ROAD
ROAD
King George V Memorial Park
KING GEORGE
MARINA

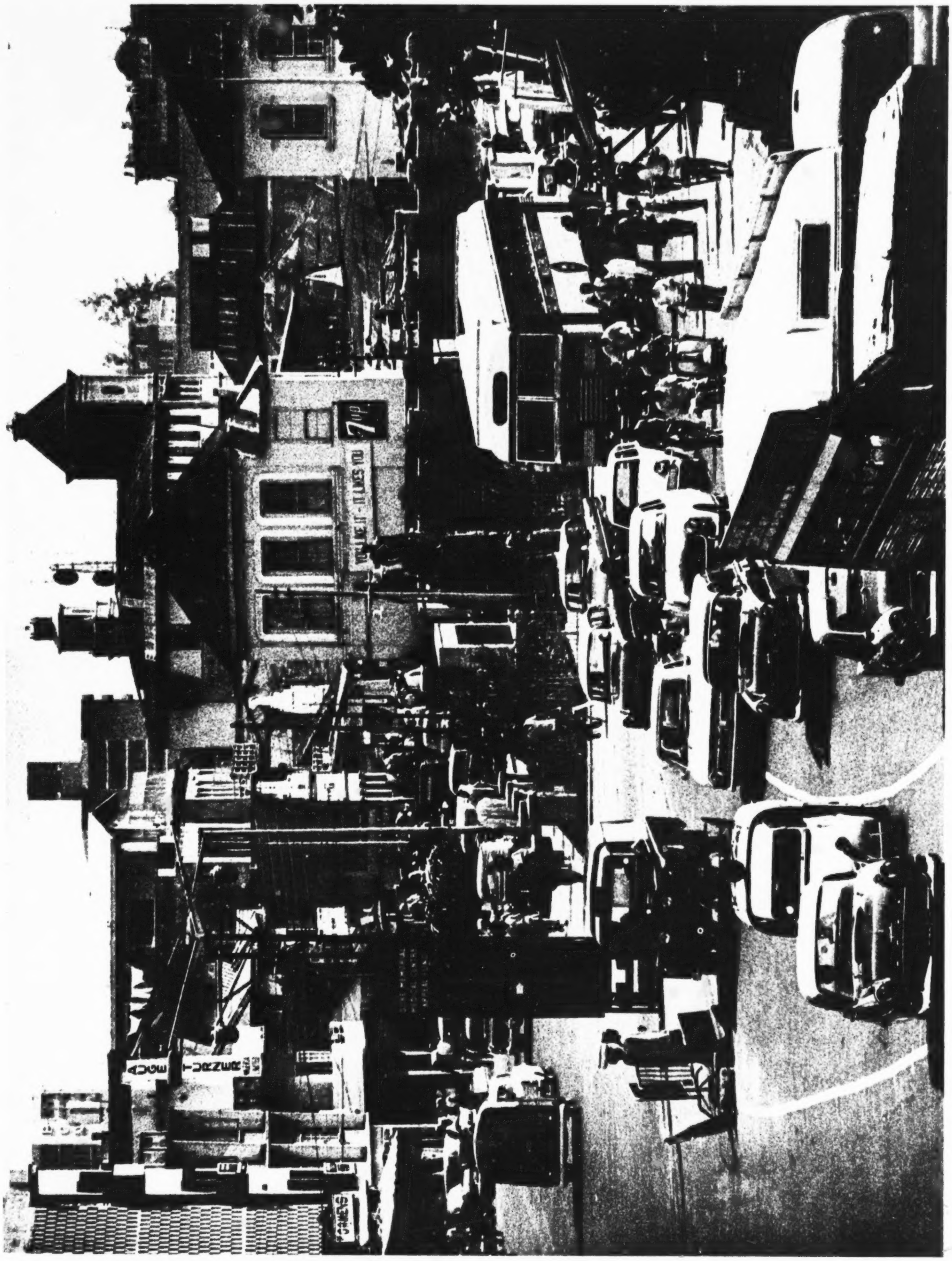

7UP
YOU LIKE IT - IT LIKES YOU

Figure 71 By permission of United Nations

A scene in the island city of Lagos, the federal capital of Nigeria.

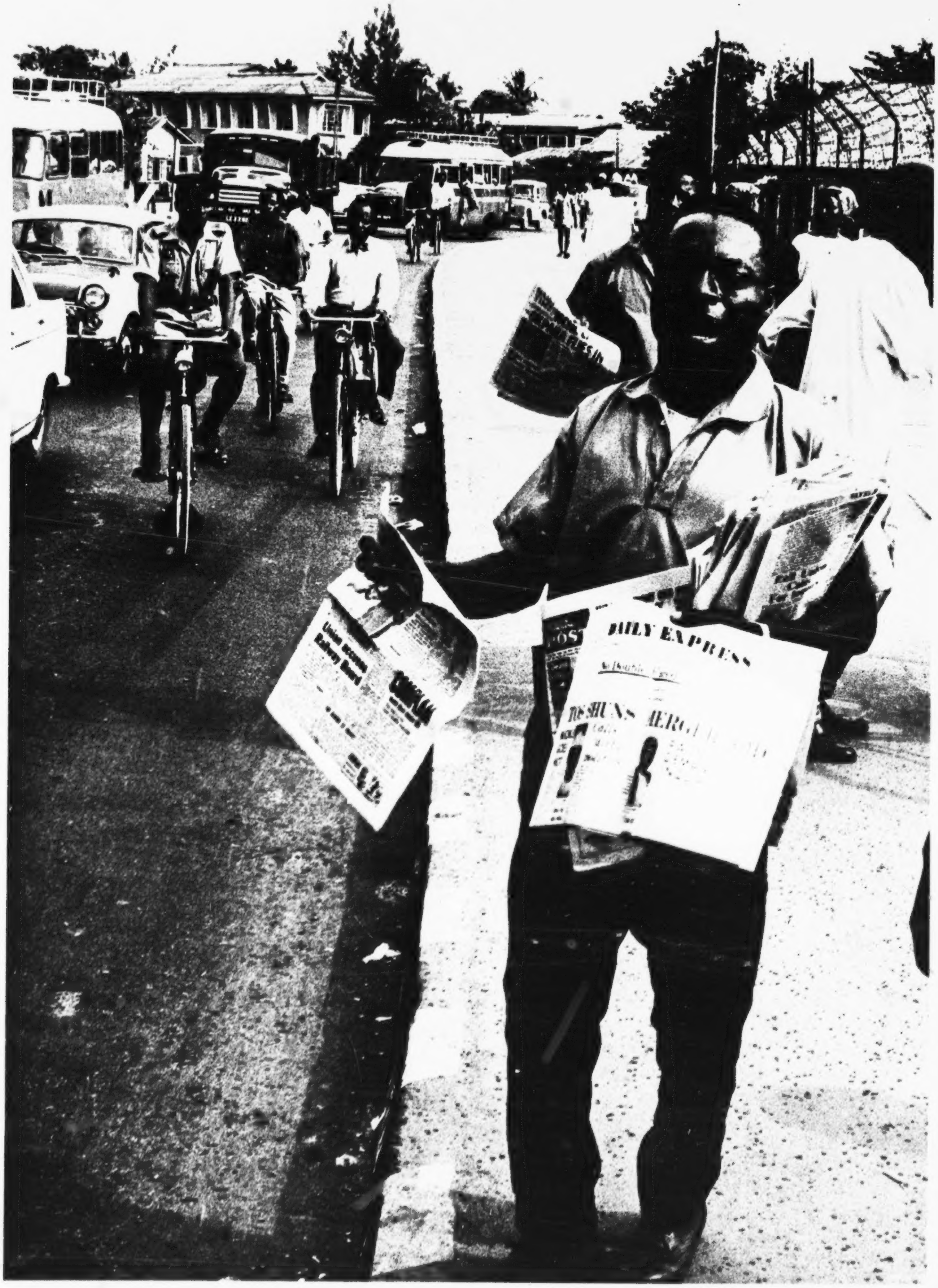

DAILY EXPRESS

Figure 72 By permission of United Nations

A man sells newspapers on a busy street in Lagos

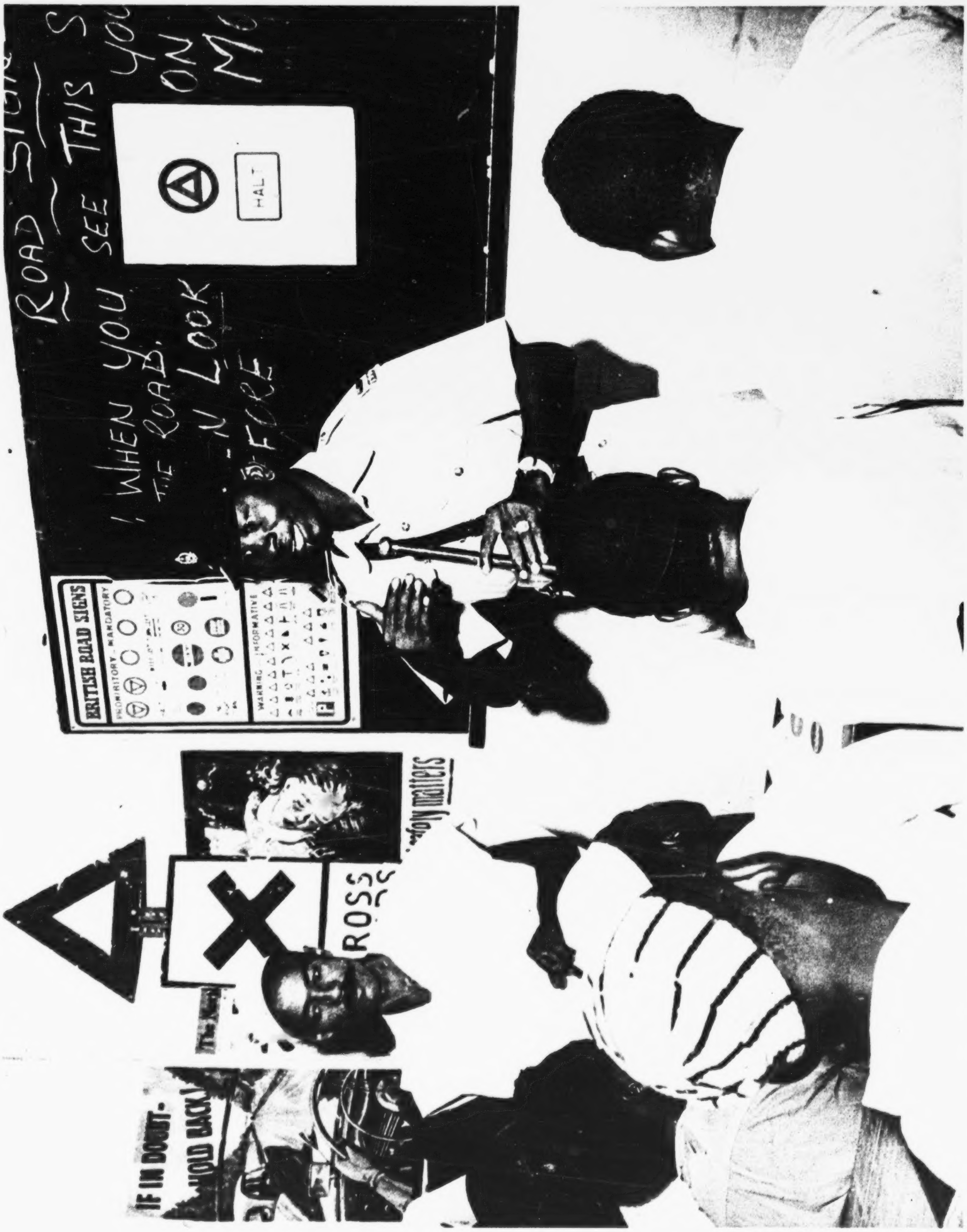

ROAD SIGNS
WHEN YOU SEE THIS YOU
THE ROAD
ON
LOOK
HALT
BRITISH ROAD SIGNS
PROHIBITORY - MANDATORY
WARNING - INFORMATIVE
ROSS
IF IN DOUBT-
HOLD BACK!
matters

Figure 73 By permission of Nigerian Consulate

A policeman gives instruction about road signs

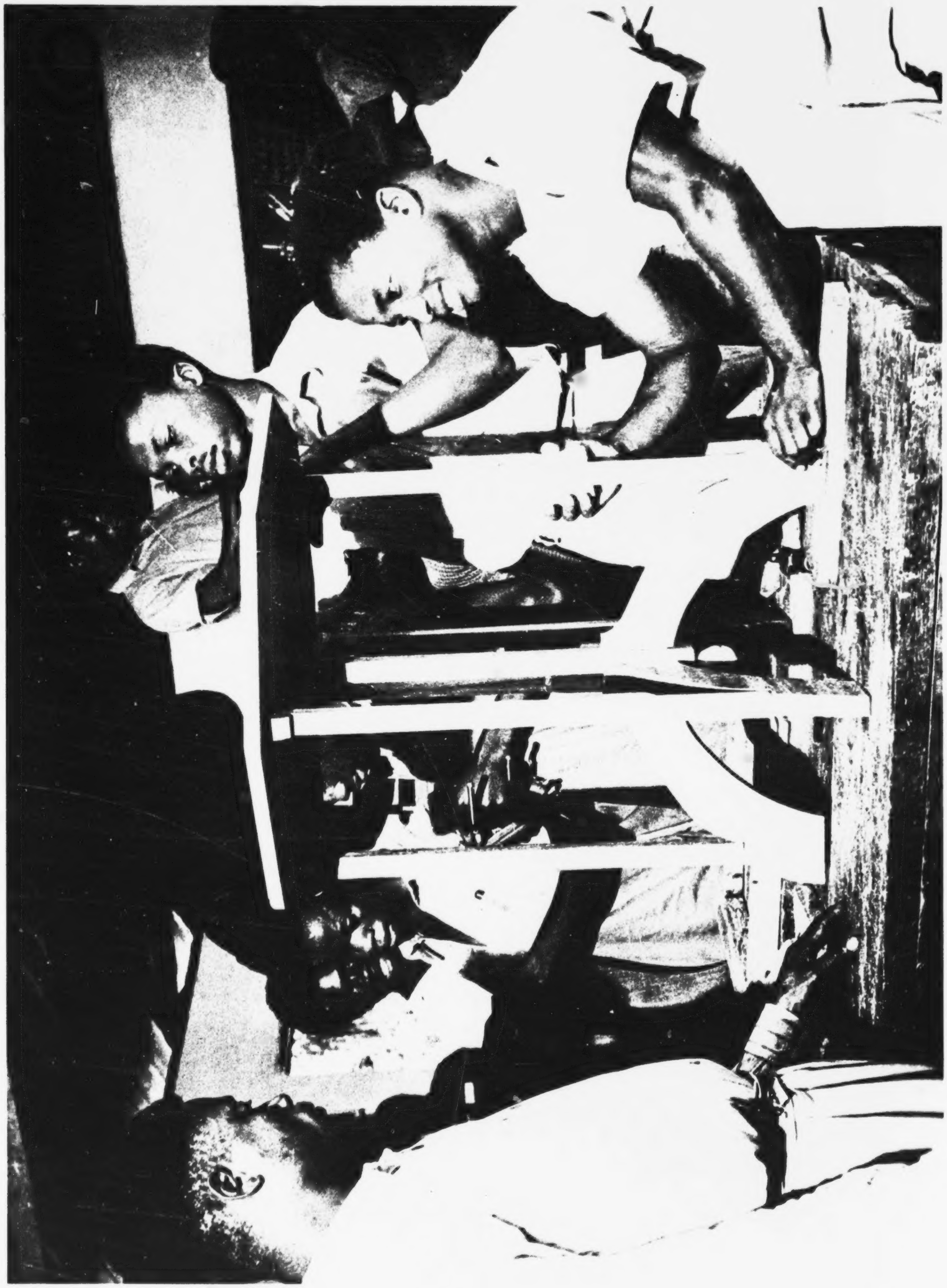
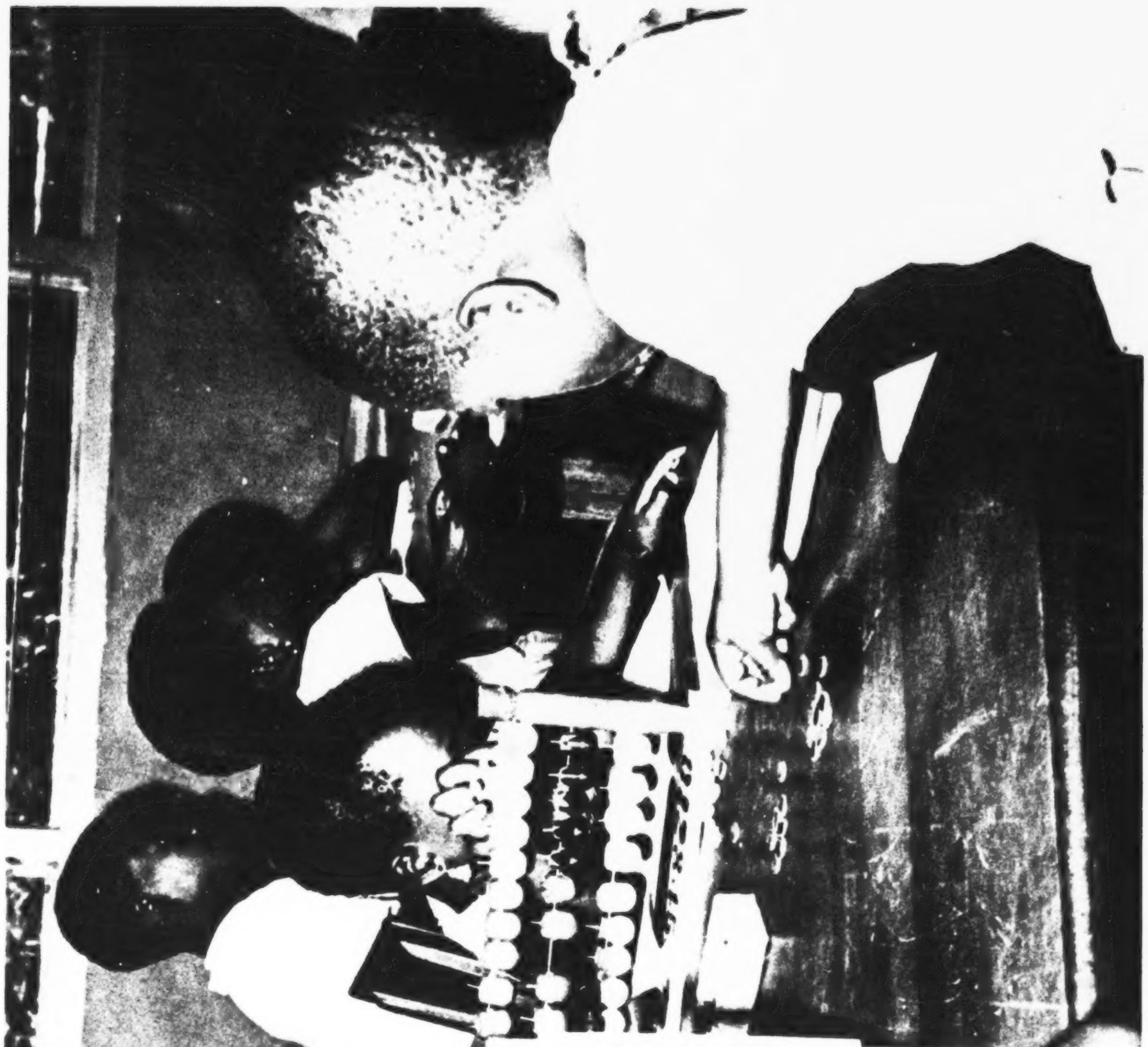


Figure 74 By permission of Nigerian Consulate

Some students learn cabinet making before working in industry



Children at school in Lagos

Figure 75

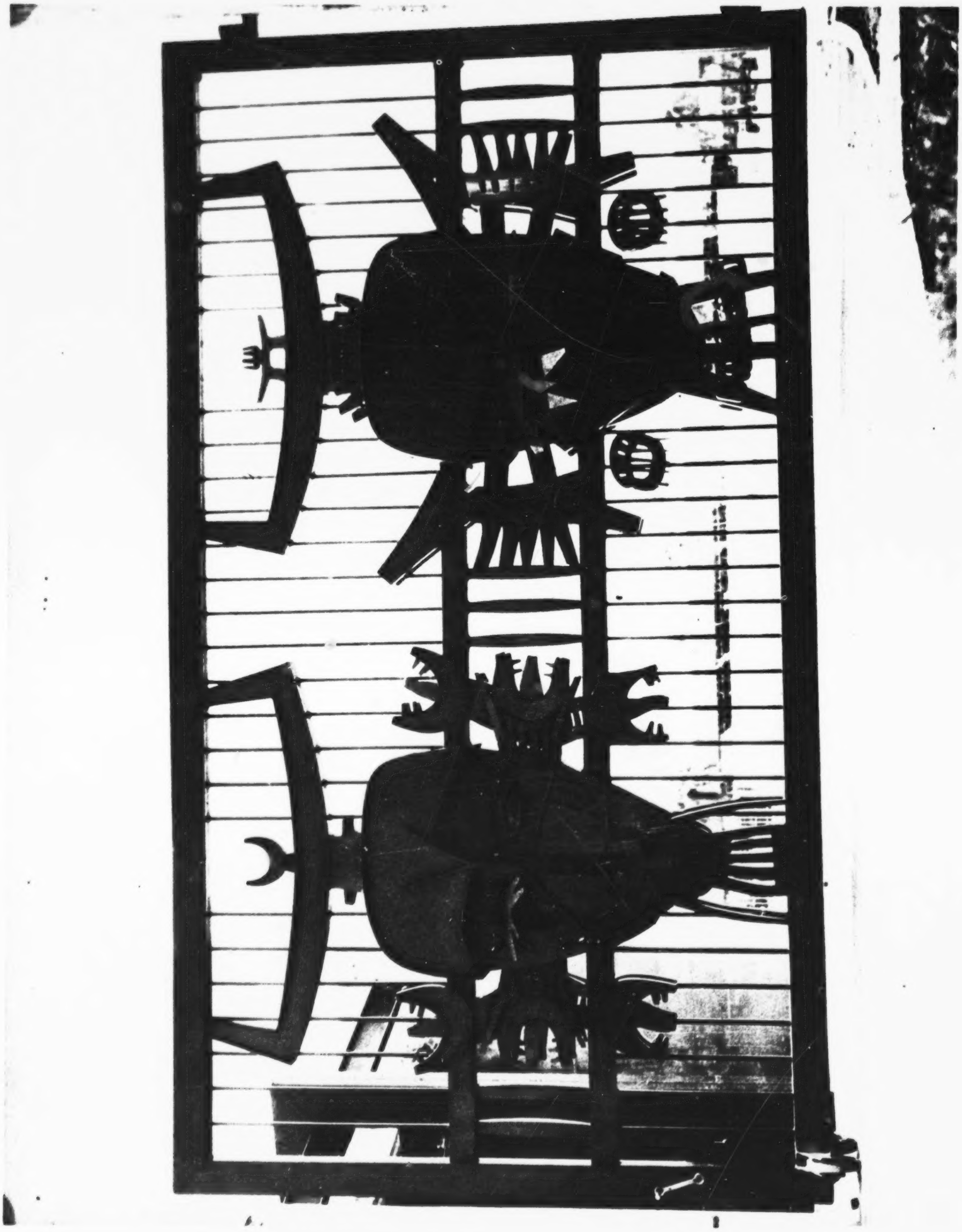


Figure 76 Nigerian Consulate

Wrought iron gate of Nigerian National Stadium in Lagos

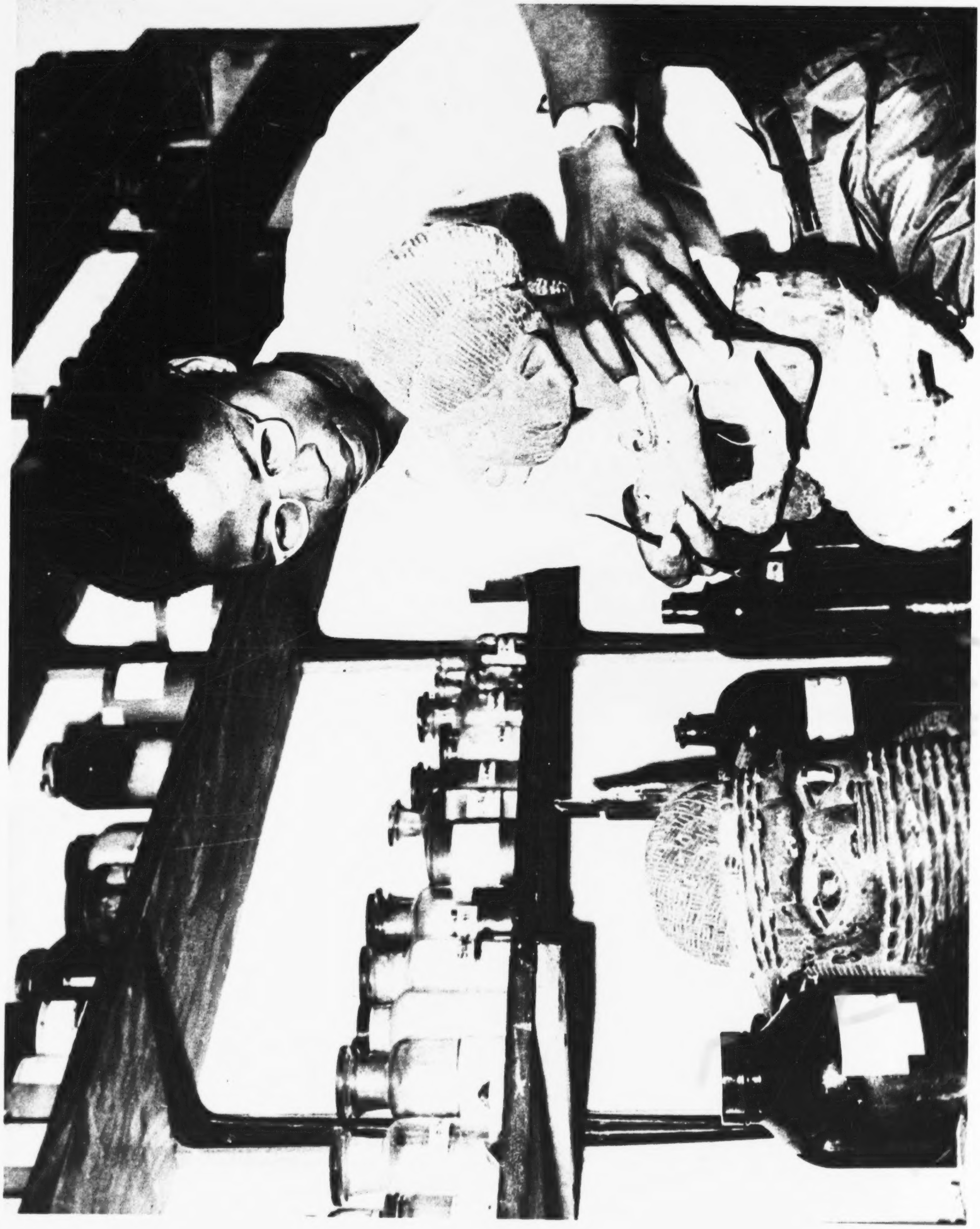


Figure 77

By permission of Nigerian Consulate

Traditional art from Benin is restored and displayed in the Lagos museum

II. Amsterdam, Holland

A. Introduce children to the study of Amsterdam through maps and globes. Project a map of The Netherlands such as in Figure 78.

Help children locate The Netherlands. Name the neighboring countries. Find these countries on a map of Europe and on a globe.

Locate Amsterdam. What does the symbol tell you about Amsterdam? Provide outline maps similar to the one in the figure. Color the water and develop a legend.

What does the map show about Amsterdam that reminds you of New York City? (On a large inland water body.)

B. Refer to previous experience with the word "Amsterdam" in Theme A.

What does this tell you about early New York City settlers?

From understandings developed in Theme A, help children project what they might find in the study. (Compare their projections at the end of the study to understandings developed about the city.)

C. Construct a flat project of a section of Amsterdam showing houses, canals, dikes, etc. Help children develop an understanding of the importance of dikes to the Dutch people. Make a dike of soil across the center of a basin partially filled water.

D. Read selections from texts that describe life in Amsterdam. See Communities and Social Needs by King, et al., pages 159-168.

What is similar to other cities studied?

Define 'island.' Name other islands you studied. What does the abundance of islands tell you about the transportation in Amsterdam?

Help children list the differences (canals, mail, etc.).

Review all pictures to help in listing industries and job opportunities.

Several pictures highlight land near Amsterdam. How do these pictures compare with suburbs near cities you've studied?

Amsterdam's mayor is selected by the Queen. What other city follows this pattern?

E. Collect food wrappings and newspaper ads noting products made in the Netherlands.

F. Suppose the English had never taken New York City and the Dutch remained the rulers of early New York. How might our lives be different today in language, customs, homes, form of government?

G. Find out about Dutch art, architecture, and music today from the Netherlands Consulate. Show reproductions of Dutch art (Rembrandt, Hals, etc.) What do they tell us about Dutch life in olden times? What can we find out about the royal family? Compare the royal family and the family of our President.

H. Make picture books available to children. Use Life in Europe: The Netherlands (Fideler). Use chapters V, VII, and VIII as a source of information. Use Figures 79 and 80.

What do pictures show about travel in Amsterdam that is different from travel in our city? (Many bicycles. Why?)

How are the streets different? (Many canals and bridges.)

What did the children see on their bus ride that we see, too? (Cars, shops, large buildings, houses.)

What is different?

We see many barges on our rivers but they are used differently from those in Amsterdam. How are they used in Amsterdam? (Selling flowers, residences.)

How are old houses and streets kept clean and attractive? Compare with old houses and streets in parts of New York City.

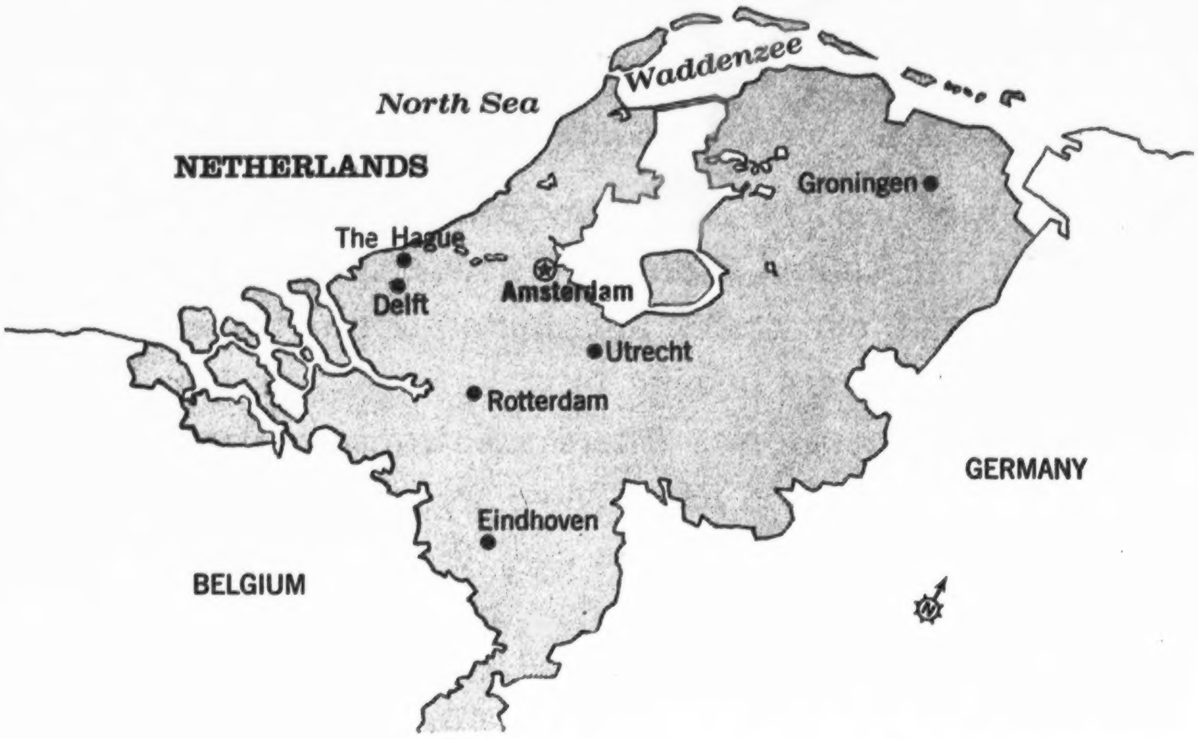

Waddenzee
North Sea
NETHERLANDS
Groningen
The Hague
Delft
Amsterdam
Utrecht
Rotterdam
GERMANY
Eindhoven
BELGIUM

Figure 78

Glogau et al.: You and New York City (68)
Benefic Press

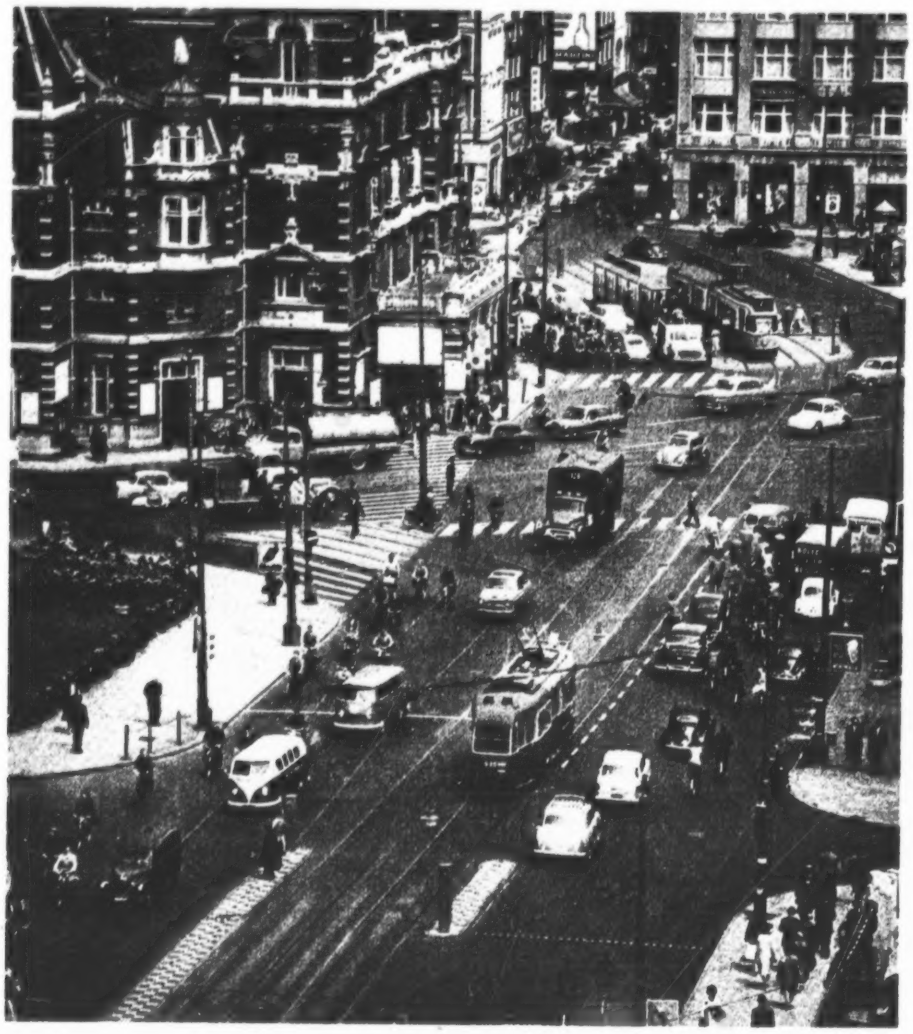


Figure 79

One of the busiest spots in Amsterdam

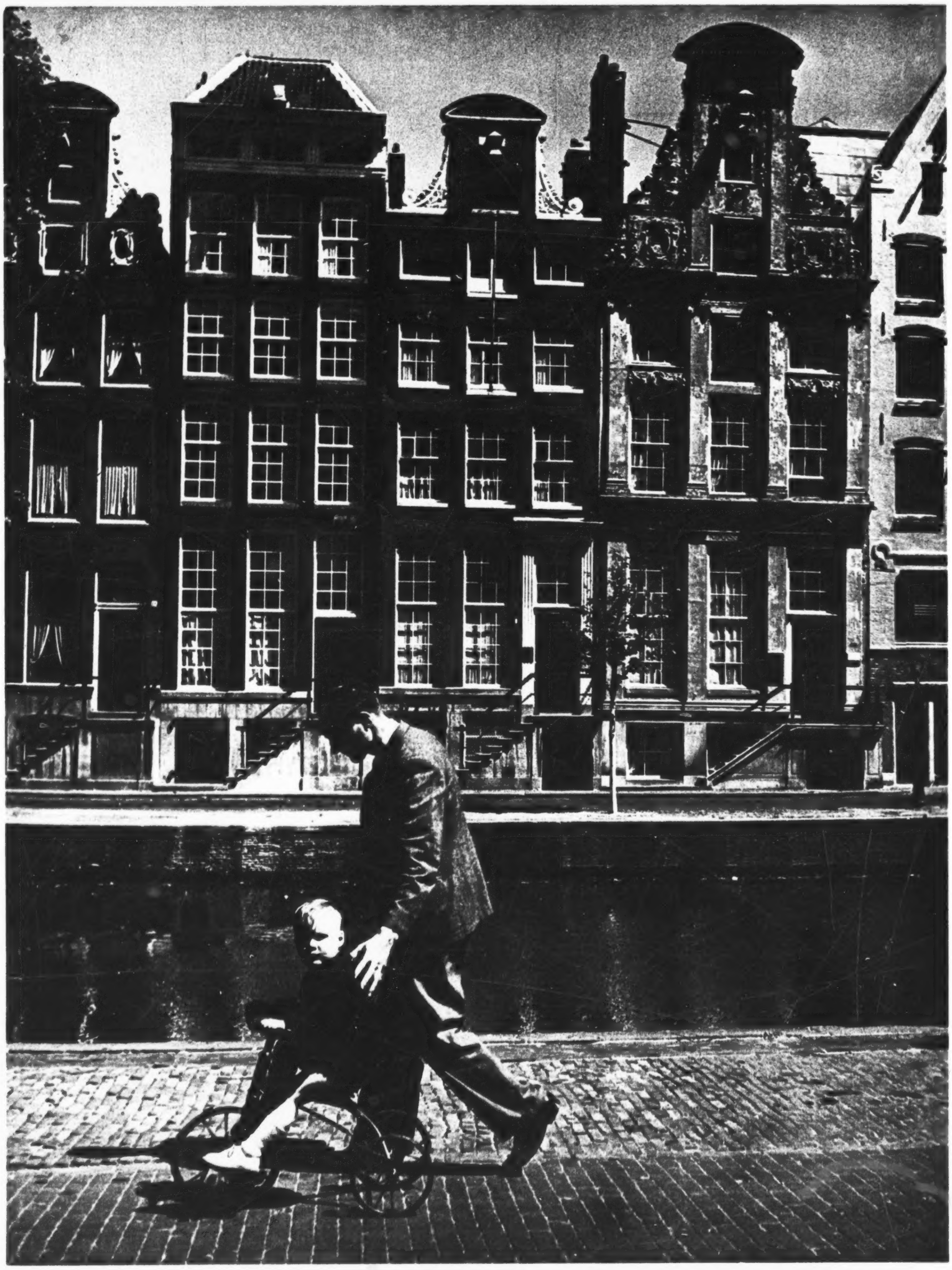


Figure 80

WHAT DO YOU THINK?

Our United States government has a building in each of the foreign cities we've studied. List three reasons why this is probably done.

Why do you suppose there are more similarities than differences among people in the cities studied?

CULMINATING ACTIVITIES

1. Make a glossary of new social studies words encountered while studying urban centers. Children will supply their own definitions.
2. Collect labels from foods and other products showing the origin of a city other than New York City.
3. Collect stamps of Holland and Nigeria. What do they tell you about the country?
4. Play a game in which children use objects or small figures to represent city people and their way of life. Which objects would fit into most or all cities? Which ones would belong only in one city? The model city buildings might be part of this project.
5. Plan a Big City Festival that would depict the cultural heritage of some of the cities studied. Enlist the cooperation of parents or other resource people. This would give children an opportunity to learn about customs, songs, dances, and foods of many lands.
6. Select cities for discussion from other parts of the world, e.g., an Asian or South American city.
7. Make peep-show scenes of Amsterdam and Lagos. Get a shoebox and cut a hole in one of the small ends large enough to peek into; cut slits in the top of the box to allow light to come in. Put items in the scene in front of each other to create a 3-d effect.
8. Students may compare any two cities studied. Ask them to compile lists telling how the cities are alike and how they are different. Judging from their own lists, students should be able to tell whether cities are more alike than different.
9. Help children arrive at generalizations about urban living in cities everywhere; how they are similar and in what ways each city is distinctive.
10. Conduct a class research project on the ways people enjoy themselves. Organize the material into a booklet, "City Fun Around the World." (See Playtime in Africa by Efua Sutherland)

SUGGESTED LEARNING ACTIVITIES

THEME D - HOW PEOPLE OF THE WORLD ARE BROUGHT CLOSER TOGETHER THROUGH COMMUNICATION

INTRODUCTION

People communicate with one another through language - spoken, written, or sign. There are many languages, and people are finding ways of understanding the languages spoken by others.

Within the sound of voices and the range of human vision, people communicate with one another by speaking, gesturing, shouting, and signaling by various devices. When scientists and inventors discovered ways of extending language, images, and sound over long distances, a revolution took place in people's relations with one another.

Telephone, radio, television, and teletype can be transmitted over thousands of miles by land and sea. Letters, books, and newspapers can be sent quickly by jet plane. Communications satellites are enabling people in different countries to share experiences. All of these media help to link the people of the world together as neighbors.

EMPHASES

There are many ways through which people communicate with one another.

Language is the basis of all communication among people.

Communication helps us find out what happened long ago.

Speedy methods of communication help to send messages and information around the world quickly.

People in our country have freedom of speech, that is they can say and listen to whatever they wish without interference by the government.

People need to have access to many points of view so that they can make their own decisions.

Cities are communications centers for printing, radio, television, and long-distance telephone and telegraph.

I. Communicating by Speaking and Listening

Help children to understand how language is needed, a language that is understood by the speaker and listener.

A. Explore situations in which the participants did not speak the same language, e.g.:

What language did the Indians in the New World speak? Why was it difficult for the early settlers to communicate with the Indian?

What languages were spoken by the people who settled America? How might it have been difficult for an immigrant to understand all that was being said?

B. How many languages are spoken by members of the United Nations? How can they understand each other? Individual assignments can be given to do research on this topic, or the question can be raised when the class visits the United Nations.

C. Arrange a conversation between two Spanish-speaking, Hungarian-speaking, Hebrew-speaking students newly arrived at the school.

Are there any clues to help us know what they are saying to one another?

How can we learn to make ourselves understood? What can each do to help the other?

D. Interview class, school staff, and community members to list the variety of languages spoken.

Why are some people able to speak more than one language?

Why is it helpful for people to be able to speak and understand more than one language?

Refer to the list when a foreign-language newspaper, magazine, or letter is brought to class. Whose mother or father can help us read it?

E. Help children learn a word of greeting in a few languages. (See Working Together, page 169, Follett or Hi Neighbor Series of UNICEF, #166-075)

F. Play folk songs of different nations. Translate the meaning and teach songs in the original language, if possible.

G. Develop a chart which demonstrates the use of the tools of the historian in seeking information from a variety of sources to verify a fact. The chart might have three headings.

Facts	How We Know It Is True	Spoken, Written, or Sign

H. There are often events in human interaction in which listening and speaking are perhaps more important than reading and writing. A knowledge and understanding of the activities of some personalities may help children grasp the importance of the personal verbal touch.

1. Read to the class The Picture Life of Ralph J. Bunche by Margaret Young. Focus on the following selection:

> Dr. Bunche has helped many countries to be peaceful. Sometimes they would start to fight and he would get them to stop.
>
> Sometimes he would get them to talk first and not fight at all.

How important was it to get people to talk to each other?

What is the Nobel Peace Prize? Name someone else who has received the prize.

2. Clip newspaper articles referring to Mayor Lindsay's frequent "walks" through the communities of the city.

Why do you suppose he walks through the city?

Why does Mayor Lindsay like to talk to the people?

What might they say to each other?

I. Order the teletrainer kit from the Bell Telephone Company. It contains a film, two telephones and a small switchboard, a teacher's guide and pupil booklets.

What are some rules of courtesy when using the telephone?

What are some things we could not communicate if the telephone lines were out of order? How would it affect families? Stores? Schools? Government Agencies? Police and firemen? (Add others.)

II. Messages Without Speaking

A. Imagine that we had to communicate with one another without language. Try 10 minutes of no oral communication while continuing instruction. How much were we able to understand?

B. How much can we learn from a walk around the school community if we could not speak English? What would we learn from watching the people at work or at play? What would we learn from the shape of buildings or stores, traffic lights?

C. Make up stories about how messages went through (or did not go through) at a time of crisis. Show how baseball players and the umpire signal to one another.

D. Play the record, Indian Drum. How did the Indian boy get his message to his father? What would you do if you were lost in the woods?

E. Invite a member of the cub or boy scouts to describe signals used and their use.

F. Dramatize a story based on My Dog Is Lost by Keats and Cherr. How much of the story can be told in pantomime? Suppose a child in the class were to find himself in a foreign country where he had lost something precious. How could he make himself understood?

G. Develop a bulletin board on how a facial expression can communicate a message. Collect pictures or use class pictures highlighting a variety of moods. Help children supply a caption for each picture describing mood or thoughts of the person pictured. Title the board "Your Face Tells A Story."

H. Signs and signals are often used as means of communication. Help children start a list of nonverbal examples. A variety of learning experiences will add to the list. Include items such as; traffic signals, highway signs, telegraphed messages, notations on maps, etc.

III. Messages by Mail

A. Encourage the exchange of messages by a classroom postal system. Use milk cartons as mailboxes, each with a child's name on it. Children who pass the test for mailman (ability to read all names) take turns acting as mailman. At a regular hour each, the mailman collects letters and distributes them.

B. Extablish a pen-pal correspondence between the children of the class and those in another city, or "adopt" a school in another part of the country or world. This can be initiated by using community residents who have lived abroad or people from other countries living in the community. Samples of class activities may be exchanged which might include:

creative writing
tape recordings
folk tales
maps and charts
toys, dolls, and music
pictures they take or draw
lists of questions to be answered
studies of the community
ways of having fun.

When a reply comes, help children analyze the information on the postmark. What is the date of mailing? How long did it take to reach New York?

Help children create postmarks representing other cities they have studied.

C. Explore the modes of transportation available for mail to travel.

1. List the types of transportation available.

2. Individual research assignments may be made to find out the difference in travel time (and cost) using air or regular mail.

3. What other delivery services are available? (e.g. certified) How do they compare to regular mail?

4. What does a postmark tell us? Note the information on the postmark. How long did the mail take to reach us? Why do you suppose postmarks are used?

5. Make a chart of differences in travel time by regular mail and air mail. Use Figure 86 in Theme E as a guide for constructing a graph from information gained from the post office.

D. Help children to understand the relationship between sending letters and methods of transportation.

Use pictures to help children visualize postal service before the days of railroads, trucks, and planes.

1. Show pictures of the pony express rider or the post riders along the Boston Post Road. How did these couriers speed up the traveling time.

2. Enlist the aid of the school librarian in finding out how long it took to send a letter from New York to other cities in colonial times.

3. Use the film Pony Express (BAVI). It shows the equipment used, work of the riders, and stopping points along the route of mail delivery.

E. Show the class a film such as Duke Thomas Mailman (Film Associates) which describes the activities of a mailman in a normal day.

F. Read to the class How We Get Our Mail by Edith S. McCall (Benefic). Dramatize the trip a letter must take from sender to receiver.

G. Take a trip with the class to a post office (not a sub-station).

How is the mail sorted? What other activities take place?

What is meant by the inscription on the Post Office building in Manhattan: "Neither snow, nor rain, nor heat, nor gloom of night stays these couriers from the swift completion of their appointed rounds."

What does a postal worker need to know? Why do many of them work during the night?

How can the public help the postmen in completing their tasks?

Would you like to work in the post office? Read a book on the topic and find information that will help you make the decision.

Call attention to the collection schedule on every mailbox. How might this be helpful to parents?

H. Collect stamps from various countries. Compare the time and cost of mail sent from a foreign country when sent by air or boat.

IV. Messages Using Pictures and Words

A. Help children list the variety of ways in which we get information. In how many ways do we get information at school? At home?

B. Talk over with the children an important event. How did we find out what happened. In how many ways was the news spread? Organize a current events bulletin board to encourage interest in newspapers. Use topical groups, such as, government services, transportation, borough activities, fun, visitors, etc.

C. Develop critical thinking towards programs viewed on television. Arrange for a bulletin board display highlighting programs of special significance.

D. Use the text Living as Neighbors by Buckley and Jones (Holt), "A Problem in the Neighborhood" to see how the communication media was useful in solving a problem.

E. Develop an understanding of the ways in which books give us information. Discuss the title, author, publisher, title page, etc.

1. Review material developed in library lessons.

2. Focus attention on the organization found in some books, e.g., table of contents in readers and alphabetization in dictionaries.

3. Include the relationship between printed and visual material.

F. The variety of languages in which newspapers are printed gives additional information on how the communication media attempt to meet the needs of the people. Project the illustrations in Figures 81 and 82.

Why are newspapers written in different languages?

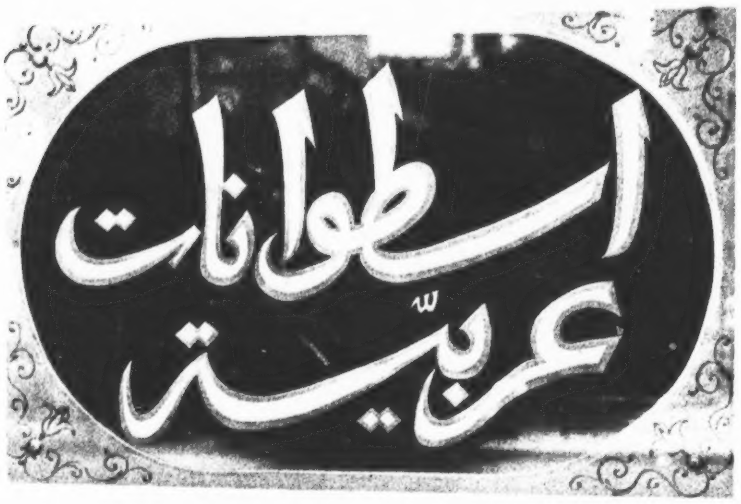
What does this tell you about the people in New York City?

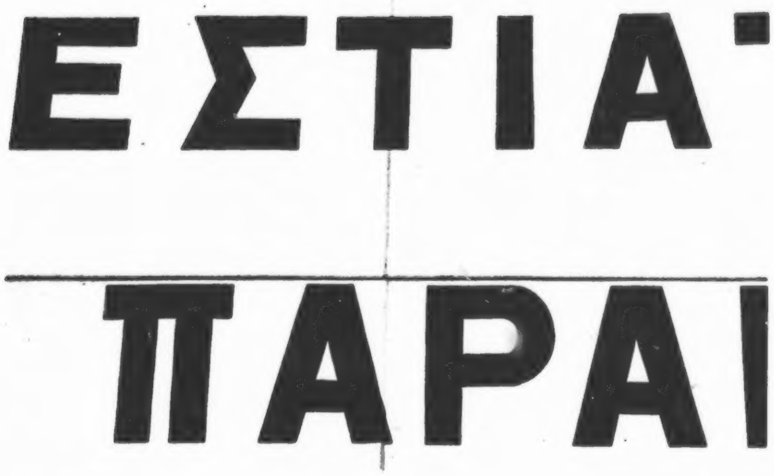
Who in the class (school or community) can help us identify the languages pictured?

Focus on the way Chinese is read, from top to bottom and from left to right. (The children may wish to formulate questions to be asked when visiting the Chinese Museum in Chinatown.)

Plan to start a collection of newspapers reflecting the different groups found in New York City.

Before they left on Saturday, Bill showed Tommy some pictures which Joe Bergen had taken.


اسطوانات
عربية


ΕΣΤΙΑ
ΠΑΡΑΙ

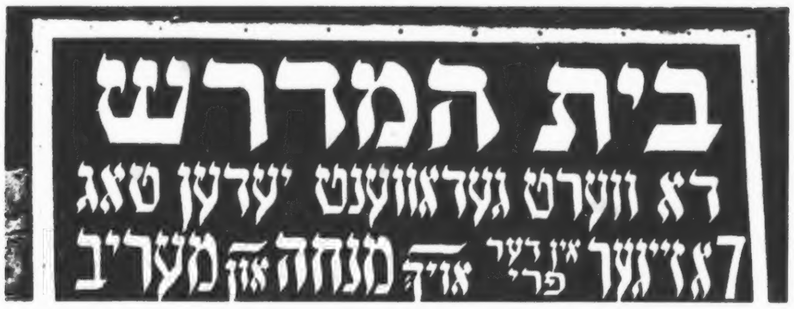
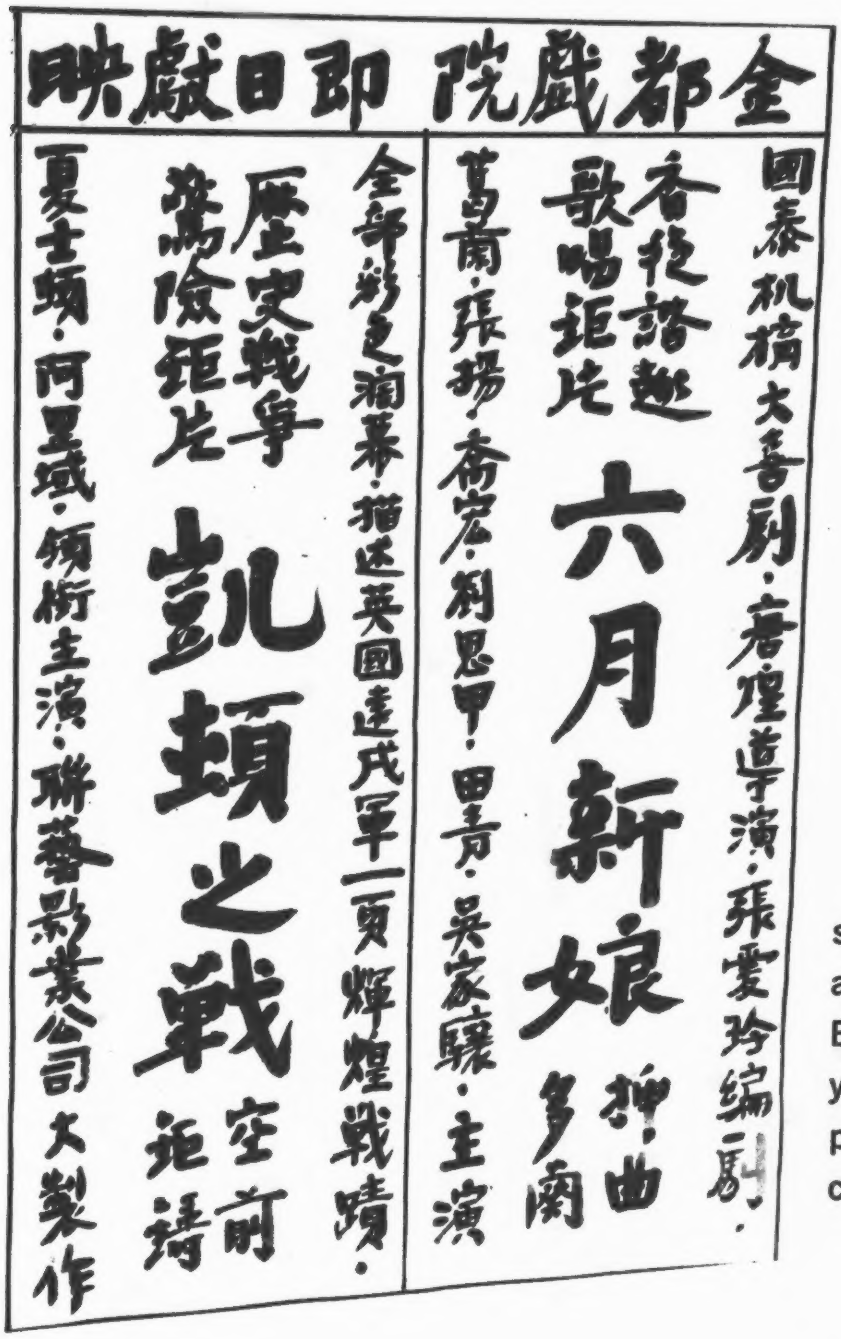

בית המדרש
דא ווערט געדאווענט יעדען טאג
7 אזייגער אין דער פריה אויך מנחה און מעריב

Figure 81

Buckley and Jones, Our Growing City (c) 1968
Holt Urban Social Studies Program
Holt, Rinehart and Winston, Inc. New York


金都戲院 即日獻映
國泰机構大喜劇・唐煌導演・張愛玲編劇・
香艷諧趣
歌唱鉅片
葛蘭・張揚・喬宏・劉恩甲・田青・吳家驤・主演
六月新娘
插曲
多首
全部彩色闊幕・描述英國遠征軍一頁輝煌戰績・
歷史戰爭
驚險鉅片
凱頓之戰
空前
鉅構
夏士頓・阿里域・領銜主演・聯藝影業公司大製作

"Look at these four signs in four different alphabets, Tommy," Bill said. "They give you an idea of all the people who live in our city."

"Now let's go out and talk to the people. First we'll go to see a friend of mine who works on a Chinese newspaper."

Figure 82

Buckley and Jones, Our Growing City (c) 1968
Holt Urban Social Studies Program
Holt, Rinehart and Winston, Inc. New York

G. Select a New York City newspaper for further study. Help children locate and label the sections and types of columns written.

1. Divide one newspaper among the class and assist the children in deciding what information is being given in each part.

2. Make a list of the contents as the children make their discoveries, e.g., news stories, pictures with captions, cartoons, sports, advertisements, recipes, job opportunities, etc.

3. Develop a newspaper vocabulary list of words (and definitions) which are new to the children, e.g., caption, by-line, etc.

4. Make a class newspaper booklet. Clip an example of each type of column found by the children. Include a pupil-phrased sentence explaining the item. Organize the papers into a booklet. (Individual children may wish to create their own booklets.)

5. Invite a resource person (reporter or photographer) to share his experiences with the class.

H. Visit a library and ask to see some very old newspapers. Look at the advertisements. Notice differences in the tools, clothes, materials, and services for sale. Notice, too, the difference in prices. What brought about these changes?

I. After multiple experiences with newspapers, children may be ready to organize their creative writing activities into a newspaper. The final production may be a bulletin board display divided into different sections, or, the paper may be a duplicated edition with distribution possibilities. The kinds of subdivisions in the paper should be determined by what the children consider to be important. They may include news stories, an editorial section, interviews, sports, community news, etc.

J. Teachers might send for the pamphlet, A Primary Class Newspaper (Scott Foresman Company).

V. How have "ideas" influenced changes in communication.

Whole class research projects or individual assignments may be made to develop short biographical sketches of people who, through individual initiative and creativity, have contributed significantly to the world of communication.

A. Read about the life of the inventor of the telephone, Alexander Graham Bell by Elizabeth Montgomery (Garrard). An individual student may read it alone and report to the class orally or the teacher may read a few chapters a day to the class.

1. Help children assemble a telephone in the class.

2. List reasons why people laughed at his inventions.

3. Dramatize the contest using the telephone made by the children.

4. Help children list ways the telephone is useful.

B. Dioramas highlighting contributions to communication may be borrowed from the Museum of Natural History for ten school days. The inventions of Alexander G. Bell and Guglielmo Marconi are presented.

VI. Using the Telephone

A. List the types of calls made by pupils and their families to review the importance of the telephone. What are some things we could not communicate if the telephone lines were out of order? How would it affect families? Stores? Schools? Government agencies? Police and firemen? (Add others.)

B. Review some of the rules of courtesy when using the telephone.

C. Make a directory of important telephone numbers to remember: children in the class, school office, doctor, fire station, police, etc. Arrange the list alphabetically and post it near a model of a telephone.

CULMINATING ACTIVITIES

1. Collect pictures of all the recent inventions or innovations which highlight how ideas continue to influence daily life.

2. Help children list jobs available because of the communications media. Provide sources of pictures to develop illustrative booklets.

3. Collect creative writing items for a class or grade newspaper. Organize it following the format of a regular newspaper. Include items which suggest the "flavor" of city life as the children see it.

What Do You Think

How have ideas influenced changes in communication?

What kind of "telephone of the future" would you design?

SUGGESTED LEARNING ACTIVITIES

THEME E - HOW THE PEOPLE OF THE WORLD ARE BROUGHT TOGETHER THROUGH TRANSPORTATION

INTRODUCTION

It has been said that "America is a country on wheels." We live in an age of movement and speed. Our ancestors, too, were anxious to cross mountains, forests and rivers to reach more distant lands. The story of our country's growth can be told through a study of the development and improvement of ways of traveling and sending goods. As means of transportation improved, new cities grew up and people were able to settle in all parts of our country.

People in other times devised methods of transportation best suited to their geographic conditions and needs. In the time of the Greeks and Romans, sailing ships were strong enough to travel over long distances on rough seas to India and China. Many people living in distant places far from cities still use simple means of transportation for their everyday needs.

The development of modern transportation has caused the distance between places to seem shorter and makes all people of the world neighbors.

EMPHASES

All human beings have the same basic needs. Many of these needs are dependent upon transportation.

Transportation takes place on the surface of the earth, below the surface of the earth, and above the surface of the earth.

How people travel depends on where they live.

Where people have a choice of ways of travel, they select according to the distance, speed, comfort, and economy.

The desire to move from place to place has caused many changes in our way of life.

All transportation depends on some type of power - animal, wind, water, electrical or mechanical.

Good transportation facilities are needed to provide for traffic in cities and between cities.

People who travel have responsibilities to follow safety and traffic rules.

The task of an urban transportation system is to move people and goods from place to place.

There is a relationship between city functions and transportation.

Changes in transportation in our country took place slowly in the early days and rapidly in recent years.

Modern methods of transportation are based on early inventions and discoveries made by many people in different lands.

Cities have the responsibility to provide low-cost, efficient, and safe transportation for its citizens.

Most cities are centers for ships, trains, planes, buses, and trucks.

I. How have ways of travel changed over the years?

A. Help children list and collate sources of information on transportation facilities, e.g., airplane flight maps, train routes, rates for shipping, books, pictures, etc. Title the list "Information Please!"

B. Set up a picture file (on-going) and encourage children to add pictures and articles found in magazines and newspapers about travel.

C. With the children, prepare a chart showing all the ways in which we travel today. Duplicate this so that every child has a copy to make individual lists.

HOW WE TRAVEL

On Land	On Water	In the Air

D. Prepare a plan for interviewing grandparents, great-grandparents or any elderly person concerning conditions when they were children.

How did you get to school?

How was food cooked?

In what kind of house did you live?

How did you learn the news every day?

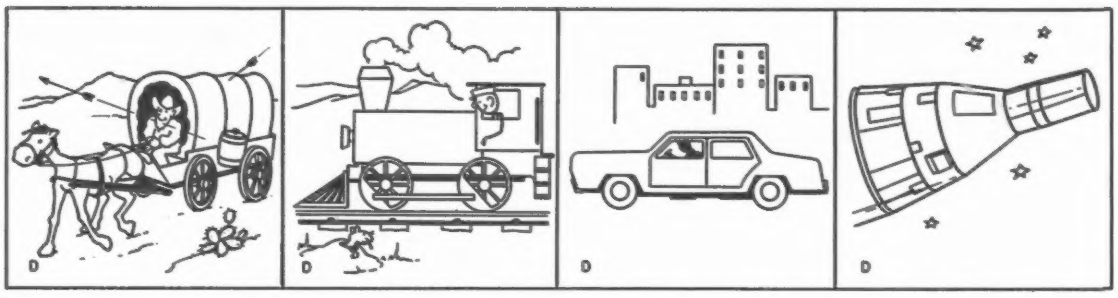
How did you travel to visit relatives?

How long would it have taken you to travel from New York City to San Francisco when you were a child?

E. Introduce sequence cards related to transportation as in Figure 1. Use as a basis for discussion of changes in transportation in New York City. These cards help to develop long term sequence.

Long Term Sequence: Set D, depicting the changes in transportation vehicles, helps children observe detail and better comprehend the nature of change that takes place over long intervals. This set might also be used to stimulate social studies discussions.

Figure 83



Board of Education, New York City:
Instruction and Assessment Materials for First Graders

F. Organize results of lessons noting changes into time lines. The type of time line chosen for development will be a reflection of the level of time sophistication of the children. The development of time concepts takes place over a long period of time by using many experiences.

1. Students may use pictures, drawings, or captions to illustrate their time lines. Plan a lesson in which students tell what they think travel will be like when they are grown.

TRAVEL

Long Ago Now In the Future

2. Plan a line reflecting changes in generations.

Grandfather's Days Father's Days Now

3. Develop a time line showing changes in land transportation by centuries.

	18th Century	19th Century	20th Century
Pictures	horse-drawn carriage	steam engine	automobile or streamliner

4. Develop a roller movie showing changes in water transportation using How We Travel on Water by Malcolm Provus (Benefic Press).

G. Discover with children evidences of a "living time line," e.g., supersonic jet-liner, ocean vessels, horse drawn carts, push carts, etc., as in Figure 84.

H. Develop an understanding of the role of power in transportation changes. Find pictures depicting examples of steam, gasoline, and atomic power.

I. In some places changes have not been made because of basic topographical factors. Use pictures to help children understand the factors that influence the type of transportation chosen?

Steep mountain trails - sure-footed animal
Life among islands - boats
Shallow water - small boats
Deep water - small and large boats, etc.

J. List reasons why changes in travel were made. (Increased speed, fashion, comfort, etc.)

K. Read with children "People at Work" in Our Growing City by Buckley and Jones. It highlights a planned expressway for a city and the reactions of people to be affected by the new road.

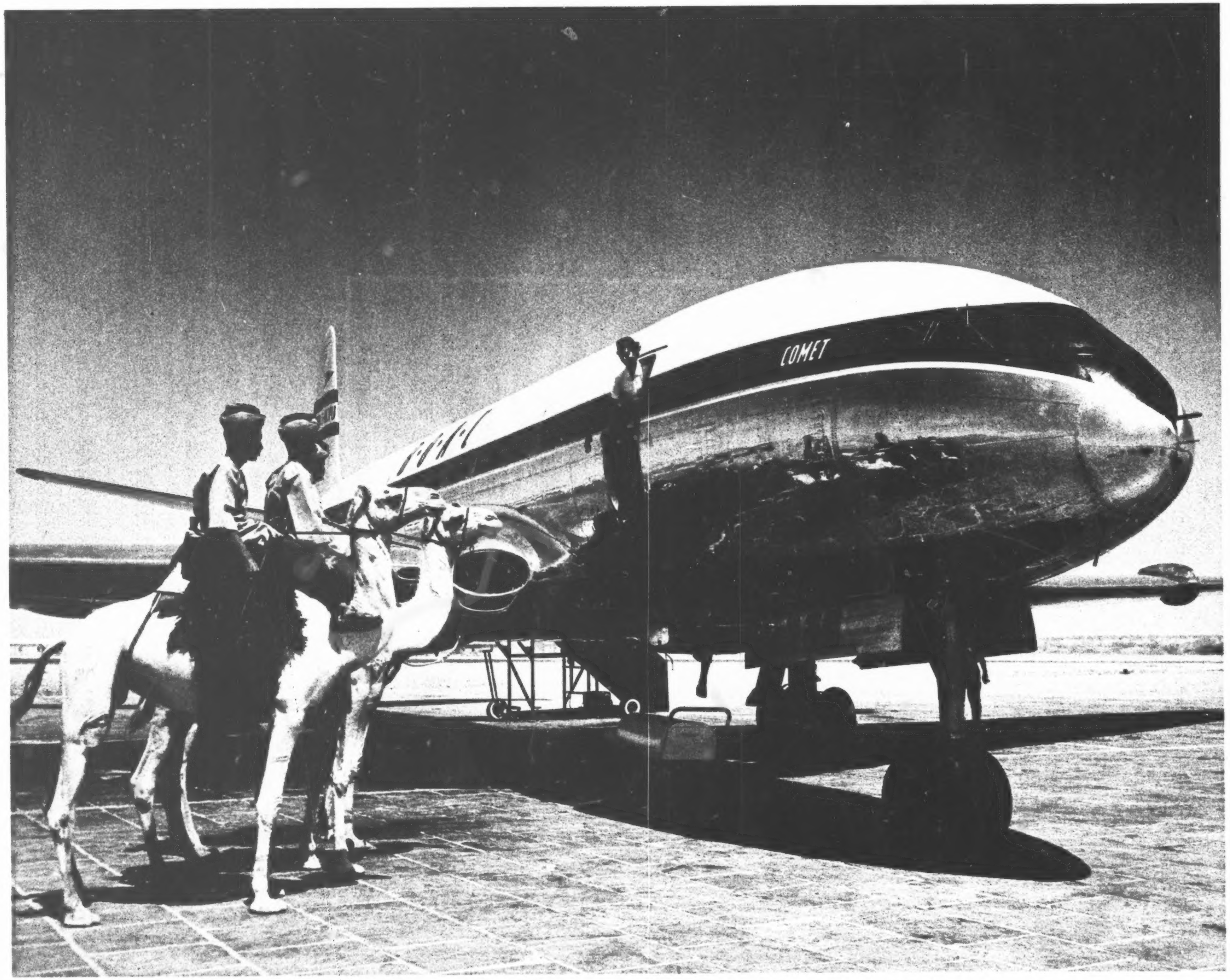


Figure 84

By permission of BOAC

II. How have "ideas" influenced changes in transportation?

Whole-class research projects or individual assignments may be made to develop biographical sketches of people who, through individual initiative and creativity, have contributed significantly to the world of transportation.

A. Henry Ford had ideas on the use of the assembly line and the interchangeability of parts. Read about his ideas in Our Working World: Neighbors at Work by Lawrence Senesh, "Henry and His Ideas," page 94.

How did he divide the labor?

Were there many (few) cars in use before Henry Ford's ideas? How do you know? Why?

Why did people think his ideas were silly?

Why didn't Henry Ford agree that his ideas were silly? Are new (different) ideas silly? Why or why not?

How did Henry Ford's ideas influence changes? What affects can you see today?

B. Read about the lives of Wilbur and Orville Wright in The Wright Brothers by Mervyn Kaufman (Garrard).

C. Review understandings developed in previous science lessons from Science: Grades K-2, "Moving on Land and Water." Select appropriate experiences suggested in "Moving in the Air," page 236.

D. Share information on the life of Granville T. Woods who invented the third rail; electricity then replaced steam on the elevated railways in the city. (Teachers may refer to The Negro in New York by Ottley and Weatherby.)

E. Encourage individual interest in one type of transportation. Use picture books, advertising materials from auto or airplane companies, magazine illustrations, etc. Children might tell:

- about sailing ships
- about autos, from the early models to present day
- about air flight, from early planes to space capsules.

They may use projected pictures to illustrate the reports (slides, filmstrips or opaque projector using photos from books, such as Transportation in Today's World by Ress, #164-004, Creative.)

III. How is interdependency seen in transportation?

A. The interdependency among cities can be discussed by noting the relationship between community specialization and the need for transportation. Use product labels and refer to industries in foreign cities studied in Theme C. Locate the city of origin on a map. Help children explore possible routes taken to deliver the products to New York City.

B. Use maps of bridges, tunnels, roads and other facilities of the New York City metropolitan area to develop understandings of some transportation services available to the public.

1. Locate and label bridges, tunnels, airports, bus stations and harbor facilities managed by the Port of New York Authority. Review the need for such a bi-state agency.
2. Take an imaginary trip by car from the Bronx to the Coney Island Aquarium. Name all the highways, bridges, and tunnels you would use.

C. Extend understandings of interdependency through the use of graphs and tables. Use a graph (Figure 85) which shows how many days it takes to send food from coast to coast. Develop an understanding of how the same information can by used in a table (Figure 86). Children might add "tables" and "charts" to their list highlighting sources of information.

Miss Bell told her class that some foods travel many miles before they reach us. Oranges grown in California or Florida can be sold in New York. Potatoes dug in Maine or Idaho can be eaten in Washington.

How is food sent from one coast to the other? The graph below will give you some facts about sending food this far.

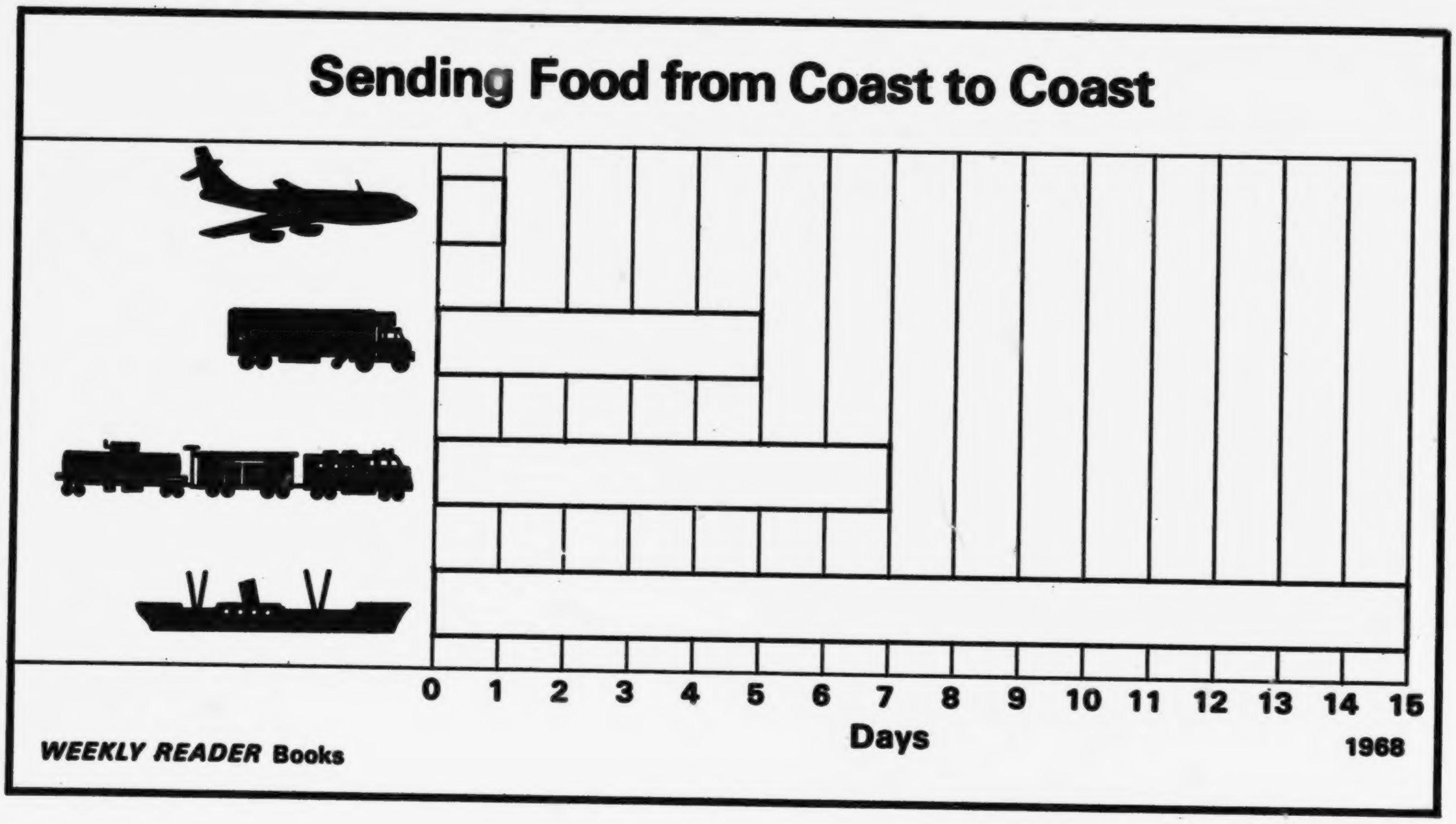
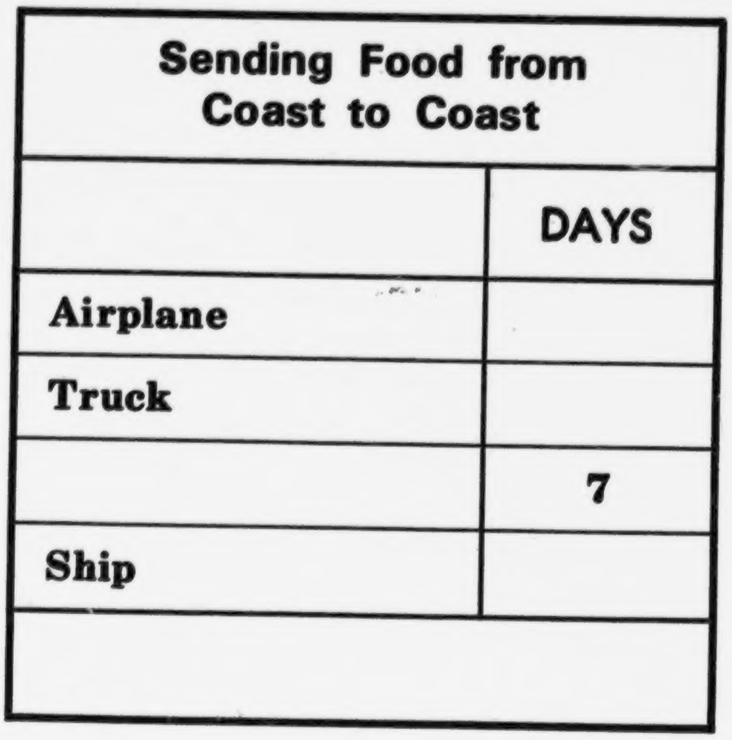


Figure 85

By permission of American Education Publications a Xerox Company: WEEKLY READER, Table and Graph Skills, Book A; Education Center, Columbus, Ohio 43216; (c) 1968



Sending Food from Coast to Coast	
	DAYS
Airplane	
Truck	
	7
Ship	

Figure 86

By permission of American Education Publications, a Xerox Company: WEEKLY READER, Table and Graph Skills, Book A: Education Center, Columbus, Ohio 43216; (c) 1968

D. Review problems of mass transportation in cities studied. Explore ways in which we are dependent upon different forms of transportation.

1. Discuss how children have traveled during the past week (month or year); how they traveled; why they traveled. Develop understandings that we travel for pleasure or for business; that there are many ways of traveling.

2. Discuss the foods children had for breakfast (lunch or dinner); where these foods came from; how transportation made it possible for us to get them; how they were kept fresh or frozen en route.

E. Individual reports can be made on the role of various workers who assist in the flow of goods, services, and people. Enlist the aid of the librarian in providing appropriate books. See I Want to Be a Road-Builder and I Want to Be an Airplane Hostess by Carla Greene. (There are other books in this series.) Interviews with resource personnel might be held following the format developed in Theme A, II, C, Lesson 4.

F. Use the filmstrip Let's Talk About Bridges and Boats (HPI). A variety of bridges and boats made for different purposes are shown. There is no text accompanying the filmstrip. Help children write their own captions. (Their captions can be used as an informal evaluation of the importance of transportation in the metropolitan area.) Invite a class in for a showing.

G. Explore reasons why New York City might have more need for bridges and tunnels than Denver.

H. Explore New York City as a center of transportation. (See Theme A.) Visit a travel center in the city, e.g., railroad station, bus station (Figure 88), or airport.

Before the Trip:
Go there yourself, if possible, to check on learning possibilities, distance and time involved, best way to go. Prepare charts with the children.

Planning Out Trip
Why we are going
Where we are going
When we are going
How we are going
What we might find
How we will travel. (Mark route on a map. Note highways, bridges, and subways.)

What We Want to Find Out
(List questions as suggested by children.)

During the Trip:
Let children use personal subway maps for reference.
Note kinds of vehicles, traffic rules at busy intersections.
Note time en route and later time on returning.
Help children find answers to questions.

After the Trip:
Discuss learnings, check off answers to questions on chart.

I. Explore the role of traffic engineers in street and highway planning. Refer to Theme A - New York City Grows Up and Out. List factors involved in change, e.g., land space, materials, manpower, and machines.

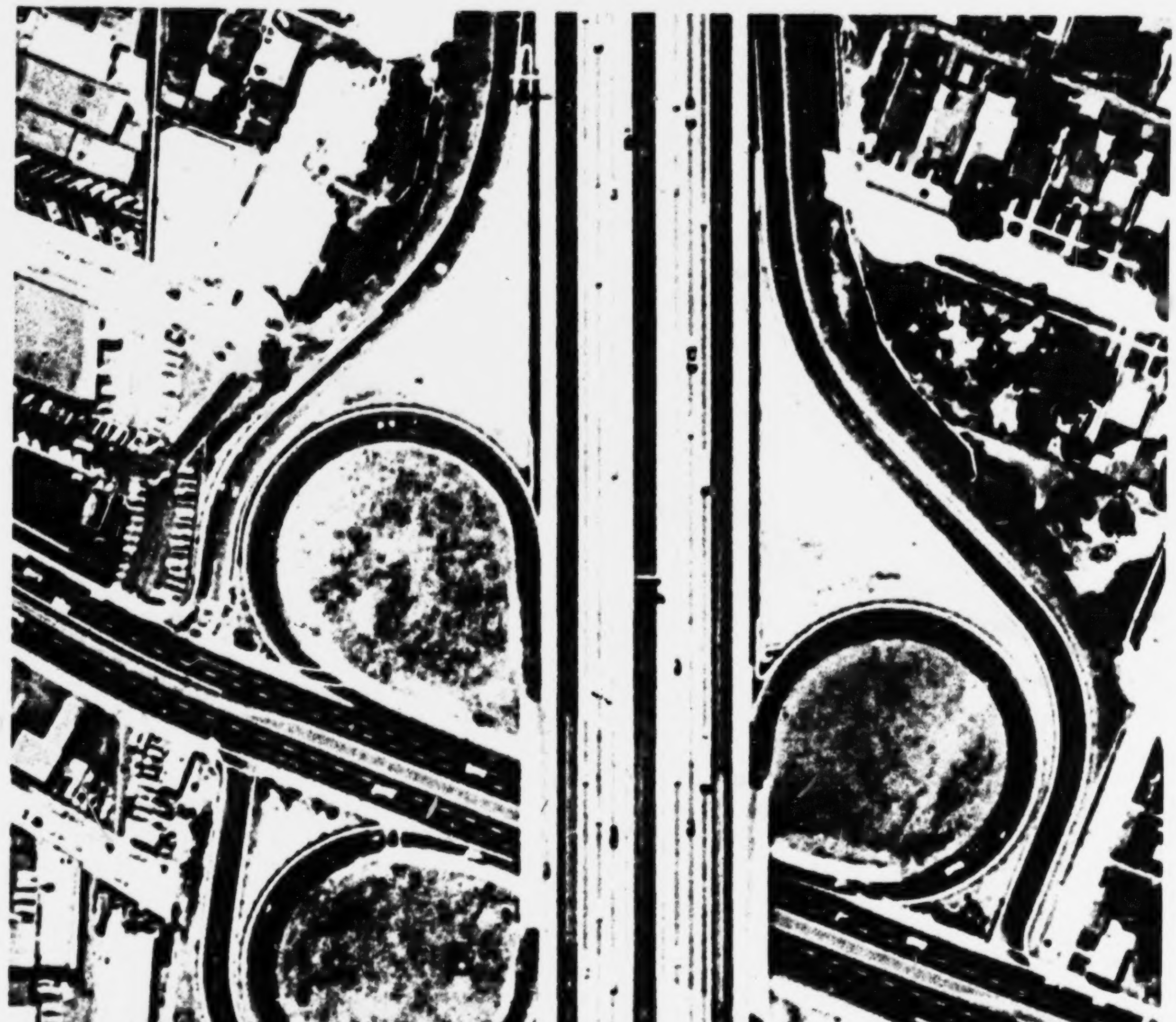
J. Develop an understanding of some aspects of highway planning as a means of linking communities, e.g., the use of a "clover leaf." (See Figure 87.)

How can you get from one highway to another?

Why is this type of interchange called a "clover leaf"?

Describe your experiences in changing from one highway to another.

How can such an interchange affect transportation across the country?



This crossing is called a clover leaf because it looks like the shape of a leaf of clover.

The on and off roads are called ramps...on ramps and off ramps.

Figure 87

Dorothy Rhodes. How to Read a City Map, Elk Grove Press, 1968.

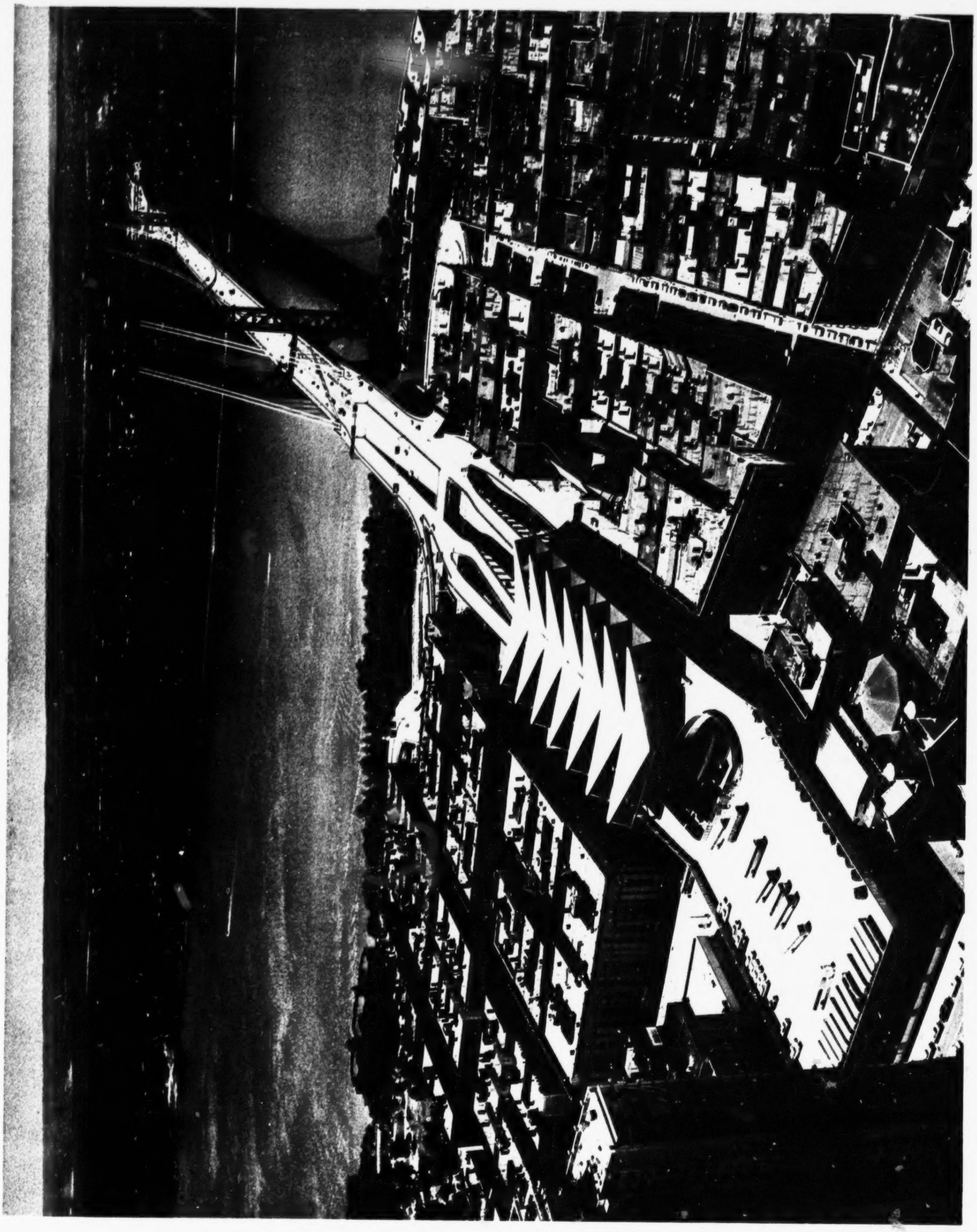


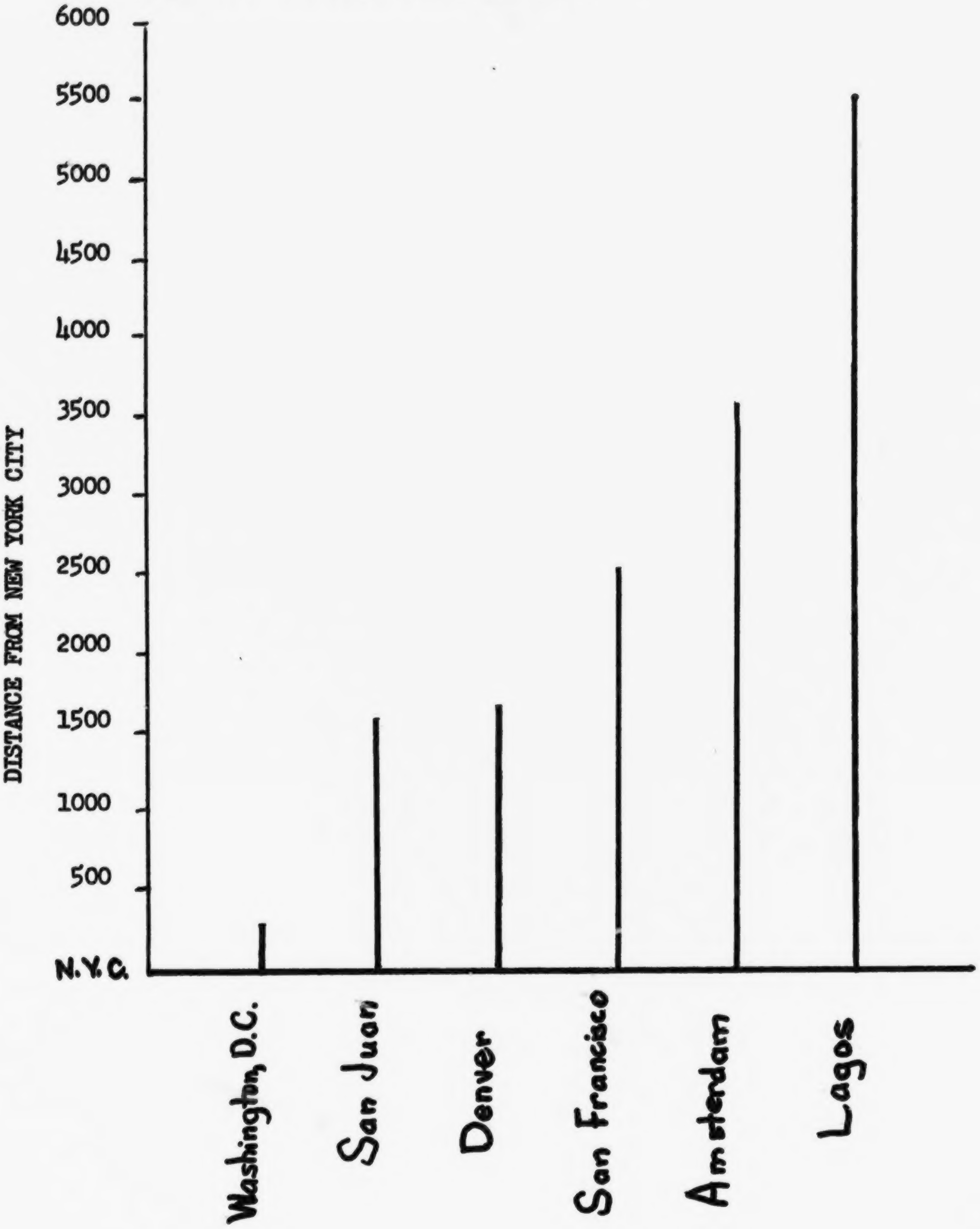
Figure 88 By permission of the Port of New York Authority.

Aerial view of George Washington Bridge
Bus Station with George Washington Bridge
in background. View looking west.

K. Use a graph to see the relationship between the mode of transportation used and the distance traveled. See Communities and their Needs by Anderson, et al., (Silver Burdett), pages 78 and 79.

L. Develop an understanding of the distance between New York City and other cities studied by constructing a graph. Use a string and a globe to measure the distance between New York City and each city. Cut the string at the length measured and mount the string on a chart. The chart might resemble Figure 89. (For more able students: An atlas may be used to get exact number of miles. The figures may be rounded off and a graph similarly constructed. Numbers need be used only with the more able student.)

Figure 89 - DISTANCE FROM NEW YORK CITY



M. Use the graph in the previous lesson to develop an understanding of the relationship between distance and the cost of travel. Individual children can contact airlines to find out the air mileage and the cost of traveling from New York City to each of the cities studied in the previous units. Add this information to the graph.

1. Help children list the cities in the order of distance from New York City.

	Round Trip Fare	Air Miles
Washington, D.C.	36	228
San Juan, P.R.	130	1609
Denver, Colorado	199	1638
San Francisco, Calif.	304	2587
Amsterdam, Holland	331	3639
Lagos, Nigeria	584	5529

2. Help children express understandings apparent in the table; the fewer miles the smaller the cost; the greater the distance the larger the cost.

3. Note the closeness in mileage traveling from New York City to Denver and San Juan. Note the disparity in corresponding fares. Discuss possible reasons. (More people travel to San Juan than to Denver?) Children might be helped to see that not all information is available in a table.

What Do You Think?

Fewer trains are running in America today than ten years ago although more people are traveling now. Why? What means are being used?

What effects do inventions and discoveries have on the way people travel? Give examples.

Suggested Culminating Activities

1. Develop an illustrated Picture Dictionary of Transportation. Children may add an explanatory sentence to each illustration.

2. Discuss with children the need for safety while traveling. Prepare a chart on "Our Rules for Safe Travel."

3. Construct a three-level mural or diorama. Use boxes or have children draw pictures to be mounted on a paper background painted to suggest land, water, and air.

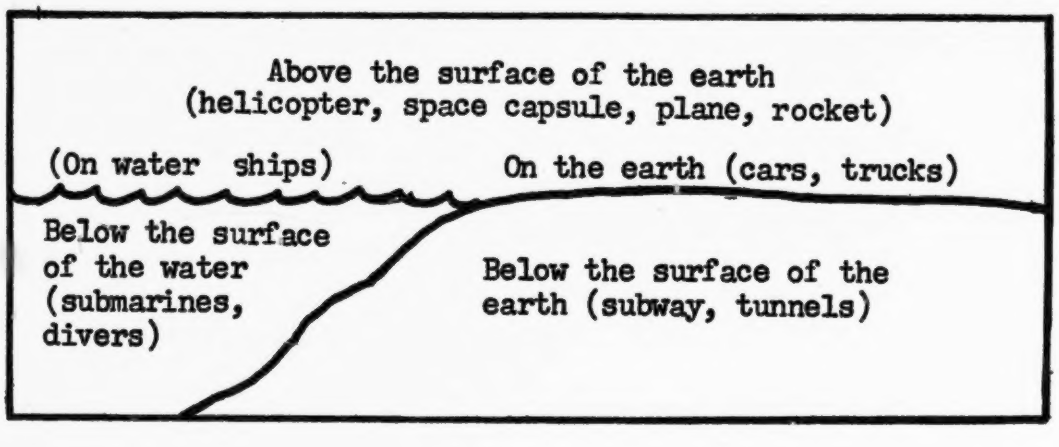

Above the surface of the earth
(helicopter, space capsule, plane, rocket)
(On water ships)
On the earth (cars, trucks)
Below the surface of the water (submarines, divers)
Below the surface of the earth (subway, tunnels)

Figure 90

SUGGESTED LEARNING ACTIVITIES -- GRADE 2

THEME F -- PEOPLE AROUND THE WORLD OBSERVE SPECIAL DAYS AND CUSTOMS

INTRODUCTION

Whatever differences exist among the peoples of the world show up in their most dramatic forms in their observations of holidays and festivals, and in the varities of their customs. Although the differences are dramatic, the similarities are even more so. People sing and dance when they are happy, and tell stories of their holidays. Their musical instruments are "strange," but the similarities are remarkable. The performing arts are much a part of the festivities -- and a study of holidays and customs is an excellent introduction to the universality of these art forms.

People who cannot understand each other's languages, find that their dances speak a universal language. Learning about the artifacts connected with festivals and holidays brings understanding of other people's customs.

Visiting museums and historical places of interest helps develop pride in one's own American heritage. But at least as important, such visits can extend the understanding of the many contributions of others to our culture. Observing our own holidays helps to tell the story of our country and develops a sense of belonging, a sense of patriotism that must include practice in good citizenship.

EMPHASES

People around the world observe a variety of holidays and customs.

Holidays are date-events in the life of all groups.

How people celebrate their holidays -- their festivals -- depends on where they live.

Noting how people celebrate their holidays points up common areas despite any differences in the method of celebration.

New York City's many ethnic groups bring us in close contact with many different customs and holidays.

American customs -- the salute to the flag, the celebration of important date-events -- make us all one patriotic people.

SUGGESTED LEARNING ACTIVITIES

I. Talk over with the children an upcoming holiday or special celebration. Highlight any month -- such as October or February-- on a chart, calendar or time line. Feature the famous birthdays, holidays, special events. What holiday comes after Columbus Day? How shall we celebrate it? What holiday comes before George Washington's birthday? Why is it important?

II. Read to the class stories about our great patriots, about the times in which they lived, and about what they did to help make America the way it is.

III. Imagine an historical figure visiting one of our cities today. What would amaze George Washington about today's New York City? What would Abraham Lincoln have to say about today's Washington,D.C.

IV. Children may decorate a bulletin board with American flags made in school. Learn the significance of the stars, bars and colors. Learn the rules governing respect for the flag. Recall the meaning of the salute to the flag. Discuss the duties of the color guard. On what holidays is the flag displayed?

V. Use collage -- color, size and shape combinations -- for arrangements that express the celebration of Halloween, Thanksgiving Day, Columbus Day, Puerto Rican Day, Flag Day, Independence Day (celebrated during summer vacation), Memorial Day.

VI. Clip from newspapers and magazines the names of cities around the world whose festivities are being studied. Arrange printed names for a collage, or combine a name with an item (chopsticks) to create an effect.

VII. Try to compare the way Independence Day is celebrated in Lagos with the way Independence Day is celebrated in New York City. In what ways are they different? The First Book of Festivals Around the World by A.K. Reck, Franklin Watts, New York.

VIII. Learn to sing songs associated with festivals. Occasionally attempt a song in another language. For example, to celebrate Puerto Rican Discovery Day learn "La Berinquena" in Spanish (El Hymno de Puerto Rico, Las American Publishing Co., 23d and Lexington Ave., New York City) or "Borinquen" (Memories of Puerto Rico, Paragon Music Publishers, 83 Fourth Avenue, New York City.) Among other sources, songs from around the world can be found in the Together-We-Sing series, Follett Publishing Co., 1010 Washington Blvd., Chicago, Illinois.

IX. Dances from around the world can be found in folk music books to demonstrate customs of a country.

X. Hand puppets can be made of cloth or paper. Use stuffed paper bags, stick puppets of wooden spoons or paper plates on sticks to dramatize the festival. Puppets can be used to portray fiesta time in Puerto Rico or the Candy Festival of Lagos. "Rumble pots" (See Content, Theme F) can be made in anticipation of New Year's Day to dramatize the Amsterdam custom.

XI. Flannel board characters can be constructed to show the way Christmas is celebrated around the world. These celebrations--with a common theme -- vary considerably and are quire colorful. UNICEF's Festival Book is useful here. It also portrays the story of Divali in India, New Year's Day in Iran and Ethiopia, Easter Day in Poland, the Buddhist Water Festival in Thailand, the end of Ramadan in Pakistan, Channukah in Israel, the Doll Festival in Japan and the celebration of Halloween in the United States. (UNICEF's Festival Book, U.S. Committee for UNICEF, P.O. Box 22, Church Street Station, N.Y., N.Y. 10008)

XII. Some of the festival food recipes are quite simple to make. They can be made at home and brought to school or made in class.

XIII. Develop lessons and/or illustrate charts showing ways children enjoy themselves in different countries, e.g., share the following information with the children.

> Nigerian children make mud pies, play with balls, run and jump, and play hide and seek (which they call 'Boju-Boju').
>
> Little girls also play with dolls, although their dolls are likely to be flat pieces of wood with some string attached for hair. They tie their dolls to their backs with sashes or odd pieces of cloth, imitating the way their mothers carry their babies.
>
> Kenworthy, L. Profile of Nigeria
> (c) 1960. Doubleday, p. 70.

Which games are similar to those of our country?

Why do you suppose a baby may be carried on a mother's back?

Refer to Playtime in Africa by Efua Sutherland for additional games.

XIV. Read to the class a description of the Easter egg custom as practiced in Amsterdam. See Customs and Holidays Around the World by Lavinia Dobler (Fleet). Compare with the United States.

XV. Teach the children how to say 'Happy Birthday' in a few languages. Start with a language familiar to some class members. Resource people may be helpful. See also, Happy Birthdays Round the World by Lois Johnson (Rand).

New settlers coming to America brought customs, some of which became a part of the American tradition. An example follows:

> The Dutch, who settled in New York, liked fun, especially on New Years. They brought with them from the old country the custom of holding Open House on New Year's Day. Callers were welcomed all day and into the evening. Punch and cake were usually served,...
>
> Johnson, Lois. New Year Round
> the World, Rand.

What does 'Open House' mean?

Describe this event as it is sometimes practiced today.

VOCABULARY FOR GRADE 2

(Children add to their speaking vocabulary those words with which they become comfortable. They will develop their listening, speaking, reading and writing vocabularies during the year as the subject matter occurs.)

Theme A (New York City)

As urban children, they become familiar with the spoken or written words associated with city living: block, street, avenue, highway, uptown, downtown, East Side, West Side, harbor, dock, waterfront, skyscraper, expressway, apartment house, housing project.

They become familiar with important places to which tourists are attracted and recognize such names as: Rockefeller Center, Empire State Building, United Nations, Central Park, The Zoo, Kennedy International Airport, Port Authority Bus Terminal, Madison Square Garden, etc.

They have learned the names and positions of some city leaders - Mayor, Borough President, President of the City Council. They know the names of city services - firemen, policemen, water inspectors, building inspectors, judges, sanitation and park workers, health workers.

They have some understanding of geographic terms connected with the city - island, borough, harbor, dock, water transportation, land transportation, air transportation, tunnels, bridges, ferries, expressways.

They know the names of some ethnic and cultural groups living in the city - Spanish, Chinese, Italian, Armenian, Danish, German, etc. They are familiar with some communities of the city: Harlem, Chinatown, Flatbush, Coney Island, Astoria, Throgs Neck, etc.

They have learned some names associated with New York history - Indian tribes, New Amsterdam, Henry Hudson, Verrazano, Peter Minuit, Statue of Liberty, etc.

They have an understanding of the names associated with various trades and industries - garment industry, trucking and shipping, printing, food handling, supermarkets, etc.

Theme B (Other Cities in the U.S.A.)

Children extend and apply vocabulary learned in the study of New York City: seaport, harbor, transportation, shipping, tourists, downtown, blocks.

They learn words associated with Washington, D.C.: capital, Capitol Building, monuments, museums, government, federal, national, Congress, President, White House.

They add to their vocabularies words associated with San Juan: Caribbean, agriculture, fiesta, summer, hotel, housing project, beach, fort, church, citizens.

They learn words associated with Denver: gateway, mountain peaks, hills and valleys, ranchers, cattle, beef, meat-packing factories, missiles, Titans, United States Mint, Rocky Mountains, pioneers, westward.

They learn words associated with San Francisco: Pacific Ocean, Spanish explorers, gold miners, Japan, Japanese, China, Chinese, Spain, Spaniards, aircraft and space industries, ships, shipping, docks, wharf, cable car, redwood trees, coastline, etc.

Theme C (Cities Throughout the World)

Children use vocabulary related to cities studied:

city, federal, capital, government, king, queen, president, consulate.

seaport, island, bridge, lagoon, sea level, dike, canal, dock, creek.

project, slum, palace, stepped roof, factory, hotel, skyscraper, redevelopment.

transportation, barge, bicycle, train, bus, street car, cart, railroad, terminal, traffic.

agriculture, cocoa, herring, palm, manufacture, cabinet maker.

industry, flower bulbs, diamonds, pottery, cheese, chocolate, needlework.

communication, telecommunication, newspaper, radio.

festival, Dutch, English, language, tourist, custom, art, painting, sculpture, music.

Theme D (Communications)

Children gain familiarity with communications vocabulary including:

language, signal, code, telephone, telegraph, radio, television, movies, printing, newspapers, books.

inventions, inventors, electricity, telecommunication (by telephone or telegraph).

messages, mail, airmail, postal workers, postage, postage stamp, postmark.

Theme E (Transportation)

Words that are added to the children's vocabulary include:

bicycle, wagon, bus, auto, train, subway, ship, plane, airplane, truck.

cars, roads, highways, trains, tunnels, freight trains, passenger trains, trailer trucks, refrigerator trucks, tank trucks.

ships, canals, ocean, sea, river, lake, bridge, clipper ship, sailing ship, passenger ship, tugboat, freighter, tanker, dock, harbor, port.

airport, airline, jet plane, pilot, stewardess, rocket plane.

speed, traffic, traffic rules, safety belts, pedestrian, vehicle.

Theme F (Special Days)

Words that become part of children's vocabulary include:

holiday, festival, celebration, customs, birthday.

fast, feast, parade, fireworks, candy.

"rumble pots," bells, flowers, bread, gifts, presents, handkerchief.

George Washington, Abraham Lincoln, Independence Day, Thanksgiving Day, Happy New Year, July 4th, freedom.

city, country, park, dew.

ATTITUDES AND APPRECIATIONS FOR GRADE 2

New York City has played an important role in the development of our nation.

New York City is a showcase for visitors from the rest of the nation and from abroad.

People from many lands have combined their efforts to make New York City a great city.

It is important to have pride in one's city and to desire to improve it.

The city's leaders have many problems to solve to care for the needs of the city's millions of residents and visitors.

New Yorkers are proud of their city for the way in which all people live together in freedom and mutual respect.

All work is important.

Everyone in the city has tasks that must be performed.

Change is a part of living and is essential to progress.

Evidences of the early Dutch settlement of New Amsterdam can be found in our city.

Puerto Ricans in Puerto Rico and in New York City are Americans.

People depend on each other.

Cities around the world have similar characteristics and problems.

The individual is a basic factor in the American heritage.

People have a right to express ideas freely.

All people communicate similar ideas although languages may differ.

It is important to minimize the language barrier.

It is important to respect the rights of others to speak and be heard.

Americans respect the rights of others to have beliefs and customs different from their own.

All people have similar needs and hopes.

People are more alike than different.

People living in many lands have contributed to modern transport and communications.

Transportation and communications helped build the American nation.

It is important to appreciate how much all people depend on transportation.

Celebrating special days helps in understanding our national heritage.

People all over the world celebrate national holidays.

People all over the world are very much alike despite differences in customs, dress, and language.

THEME A - LIVING AND WORKING IN AND NEAR NEW YORK CITY

Bibliography

Teacher References

Board of Education of the City of New York:

Guide to Some Educational Resources in the City of New York. Curriculum Bulletin, 1962-63 Series, No. 5

Negro in American History. Curriculum Bulletin, 1964-65 Series, No. 4

Operation New York. Curriculum Research Report, 1960 Series

Puerto Rican Profiles. Curriculum Bulletin, 1964-65 Series, No. 5

Staten Island: A Resource Manual for School and Community. Curriculum Research Report, 1964 Series

Toward Better International Understanding. Curriculum Bulletin, 1959-60 Series, No. 4

Trips for New York City Classes. Parent Trip Aide Committee, Parents Association of P.S. 75 M, District 5

Bissett, Donald, Editor. Poems and Verses to Begin On, Chandler, San Francisco, California, 1967

Bissett, Donald, Editor. Poems and Verses About Animals, Chandler, San Francisco, California, 1967

Carmer, Carl. The Hudson River, Holt, New York, 1962

Ellis, Edward. The Epic of New York City, Coward-McCann, New York, 1966

Ellis, Edward, et al. New York: The Empire State, Prentice-Hall, Englewood Cliffs, New Jersey, 1961

Glazer, et al. Beyond the Melting Pot, MIT Press, Cambridge, Massachusetts, 1963

Joyce, Bruce. Strategies in the Teaching of the Social Studies, Science Research Associates, Chicago, Illinois

Ottley, R. & Weatherby, W. The Negro in New York, Oceana, Dobbs Ferry, New York 1967

Ploski, H. & Brown, R. The Negro Almanac, Bellwether, New York, 1967

Ritchie, William. Indian History of New York State, New York State Museum Service, Albany, New York, N.D.

Senesh, Lawrence. Our Working World: Neighbors at Work, Teacher Resource Unit, Science Research Associates, Chicago, Illinois, 1965

Still, Bayrd. New York City: A Student's Guide to Localized History, Teachers College Press, Columbia University, New York

Wilson Edmund. Apologies to the Iroquois, Vintage Books, New York, 1966

Other Sources of Information

Banks: Consult local bank managers

Business organizations in Large office buildings:

Equitable Life Assurance Co, 1285 Avenue of Americas in Rockefeller Center Area. 544-2891

Union Carbide Corporation. 270 Park Avenue, 551-3761. Exhibits include one on atomic energy in action.

International Business Machine Corp. 590 Madison Avenue. Pl 3-1900, Ext. 3011. Exhibits on computers, punch cards, etc.

National Dairy Council. 202 East 44th Street. Send for Urban Panorama Kit; it contains one 30" x 40" color panel of a city, 16 B&W sketches of city buildings and scenes, and one record. Call before ordering to check on availability. There may be a $2.00 fee.

Clothing:

National Dress Manufacturers Association, 1450 Broadway, LA 4-8750
International Ladies Garment Workers Union,
1710 Broadway, CO 5-7000. (See also retail merchandising below.)

Foods:

Continental Baking Company, 3362 Park Avenue, Bronx
ME 5-4500 (classes invited).

Pepsi-Cola Company, 500 Park Avenue, MU 8-4500 Ext. 216
Bottling operations - 9701 Avenue D, Brooklyn

Proctor and Gamble. Mariner's Harbor, Staten Island.

Government Activities:

City Hall CO 7-1000
Fire Department: Fire Department Museum, 104 Duane Street, RH 4-1000
(Ask for Engine 7)
Offices of the Mayor, President of City Council, Board of Estimate. Museum open Monday to Friday 10-4; Saturday 9-12. City Hall Park built in mid 1800's, site of 5 "liberty poles."

League of Women Voters of the City of New York,
131 East 23 Street, New York, OR 7-5050 for leads. Issue pamphlets giving names of local officials, organization of city government

Markets, Department of: 137 Centre Street, CA 6-5653 for wholesale and retail

Municipal Building: houses many government agencies.

Police Department: Know Your Police Department, Room 708, 400 Broome Street, N.Y. 10013. See how police are trained. Also coloring book: What Does a Policeman Do?

Supreme Court: Bronx County, 851 Grand Concourse, CY 3-8000
Kings County Civic Center, Montague Street
Brooklyn. UL 5-7700.
New York County, Centre and Pearl Streets,
WO 2-6500.

Labor:

ILGWU (See above under "Clothing.")

(others depending upon industry under study)

Printing and Publishing:

Amsterdam News, 2340 Eighth Avenue, RI 9-5300.
McGraw-Hill Publishing Company, 330 W. 42 Street, 971-2918.
New York Times, 229 W. 43 Street, 556-1310.
New York Daily News, 220 East 42 Street, Printing, television.
Staten Island Advance, 950 Fingerboard Road, S.I., YU 1-1234.
(Other local newspapers)

Retail Merchandising:

Gimbels (any of branches).

R. H. Macy and Company, 151 West 34 Street, (or branches).

Abraham and Straus, Brooklyn (or branches).

Ohrbach's, 5 West 34 Street.

Stock Brokers:

Bache and Company, 40 Wall Street, 797-3733 afternoons

New York Stock Exchange, 20 Broad Street, HA 2-4200

Trade and Transportation:

American Export-Isbrandtsen Lines, 24 Broadway (Battery area) 797-3000. Arrange visits to ships docked at foot of W. 44 Street pier.

Long Island Railroad, Jamaica Station. JA 6-0900 Ext. 228.

Marine and Aviation, N.Y.C. Department of Battery, Whitehall Bldg. Whitehall Street, 566-6646.

Port of New York Authority, 111 Eighth Avenue, 656-4444. Tours to Kennedy and Newark Airports; bus terminals.

Trans-World Airlines. 380 Madison Avenue, 019-6000. Visits to TWA Flight Center, Kennedy International Airport.

Utilities:

Consolidated Edison Company, 4 Irving Place, 460-6000. Arrange visits to System Control Center, West End Avenue, West 65 Street.

New York Telephone Company, 225 Broadway, 394-8852. Speakers and demonstrations. Call also customer relations manager of the local branch office.

FOR PUPILS: SELECTED BIBLIOGRAPHY

(The following listings are selective of recent books that have special value. Space does not permit listing of all relevant titles. Complete references can be found in the Approved Library Lists.)

N = Non-fiction F = Fiction

CLASS	AUTHOR	TITLE	PUBLISHER	COPY-RIGHT	GRADE
F	Bacmeister, Rhoda	People Downstairs and Other City Stories	Coward	1964	K-3
F	Brenner, Barbara	Barto Takes the Subway	Knopf	1961	1-4
F	Brooks, Gwendolyn	Bronzeville Boys and Girls	Harper	1956	2-5

CLASS	AUTHOR	TITLE	PUBLISHER	COPY-RIGHT	GRADE
N	Colby, C. B.	Night People	Coward	1961	3-5
F	Coleman	Peter's Brownstone House	Hale		
F	Colman, Hila	Peter's Brownstone House	Morrow	1963	2-4
F	Denzer, Ann	Tony's Flower	Vanguard	1961	1-3
N	Gelb, Donald	What Shall I Be From A to Z?	National Dairy Council		
F	Grifalconi, Ann	City Rhythms	Bobbs	1965	K-3
N	Grossbart, Francine	A Big City	Harper & Row	1966	
F	Hamond, Penny	My Skyscraper City	Doubleday	1963	K-3
F	Keating, Norma	Mr. Chu	Macmillan	1965	3-6
F	Keats & Cherr	My Dog Is Lost	Crowell	1959	PreK-4
F	*Miles, Betty	Feast on Sullivan Street	Knopf	1963	3-5
F	Paull, Grace	Come to the City	Abelard Schuman	1959	K-3
N	Pitt, Valerie	Let's Find Out About the City	Franklin Watts	1968	K-2
N	Pine, Tillie	The Indian Knew	McGraw	1957	2-5
N	Rhodes, Dorothy	How to Read a City Map	Elk Grove	1967	
N	Sasek, Miroslav	This is New York	Macmillan	1960	K-6
N	Schneider	Let's Look Under the City	Scott	1954	4-8
F	Williams, Barbara	I Know a Mayor	Putnam	1967	
F	Willis, Wilma	My Favorite City	Elk Grove	1967	
F	Wise, William	The Story of Mulberry Bend	Dutton	1963	K-3
N	Young, Margaret	The Picture Life of Martin Luther King, Jr.	Franklin Watts	1968	
*F	Mann, Peggy	Street of the Flower Boxes	Coward	1966	3-5

AUDIO-VISUAL MATERIALS FOR THEME A

16mm. SOUND MOTION PICTURE FILMS

Item No.	Title
21.71	American Indians of Today
*	Cities
*	Colonial Children
NL	Here Is A City
NL	Money In The Bank and Out
*	Water for the City
206.695	The Factory: How a Product Is Made

*Available through Central Loan Collection

FILMSTRIPS

Item No.	Title
44710.14	Clothing Factory
44530.17	Why and How Cities Grow
NL	Big City Houses and Streets (HPI - filmstrip and record)
NL	Big City Workers (HPI - filmstrip and record)
NL	Let's Talk About Signs We See (HPI filmstrip)
52950.39	We Learn From The Indians
48870.2	Lewis Latimer
NL	Sounds of the City (SVE - filmstrip and record)
NL	Martin Luther King, Jr. - (Film Associates)

FLAT PICTURES

Item No.	Title
7093.11	How People Travel in the City (Set of 8)
7093.11	Moving Goods for People in the City (Set of 8)
290-594.30	Urban Education Series: New York Is...

DIORAMAS

Dioramas of early New York City, Animals of the New York area, Indians, American Museum of Natural History, 79 Street and Central Park West, New York 10024. Circulating Loan Exhibits.

MAPS

Subway maps - New York City Transit Authority
Harbor, bridges, tunnels maps - Port of New York Authority
Metropolitan New York - Tourist maps, Shell, Esso, A.A.A., etc.
Desk outline map of New York City
Wall map, New York-Metropolitan Area
N.Y. Visitor's Guide & Map - N.Y. Convention & Visitors Bureau, Inc.
90 East 42 Street, New York 10017

THEME B - LIVING AND WORKING IN OTHER CITIES IN THE UNITED STATES

FOR PUPILS: SELECTED BIBLIOGRAPHY

(The following listings are selective of recent books that have special value. Space does not permit listing of all relevant titles. Complete reference can be found in the Approved Library Lists.)

N = Non-fiction F = Fiction

CLASS	AUTHOR	TITLE	PUBLISHER	COPY-RIGHT	GRADE
F	Bailey, Bernadine	Picture Book of Colorado	Whitman	1950	4-6
F	Belpre, Pura	Juan Bobo and the Queens's Necklace	Warne	1962	3-5
F	Belpre, Pura	Perez and Martina	Warne	1932	1-4
F	Behrens, June	Soo Ling Finds a Way	Golden Gate	1965	K-2
F	Benchley, Peter	Johnathan Visits the White House	McGraw	1964	1-4
F	Burton, Virginia	Maybelle the Cable Car	Houghton	1952	1-3
	Keating	Mr. Chu	Macmillan	1965	3-6
F	Lenski, Lois	San Francisco Boy	Lippincott	1955	4-6
N	Manning, Jack	Young Puerto Rico	Dodd	1962	5-8
F	Peterson, Bettina	Washington is for You	Washburn	1962	3-5
N	Phelan, Mary	The White House	Holt	1962	3-5
N	Pitt, Valerie	Let's Find Out About the City	Franklin	1968	K-2
F	Ray, Bert	We Live in the City	Childrens	1963	1-3
F	Sasek, Miroslav	This Is San Francisco	Macmillan	1962	4-7
F	Tresselt, Alvin	Wake Up, City	Lothrop	1957	K-2

AUDIO-VISUAL MATERIALS

16mm SOUND MOTION PICTURE FILMS

Item No.	Title
531	San Francisco - Story of a City
643.31	Washington, D.C.

FILMSTRIPS

55620.12	Puerto Rico
48970.1	To a City
50310.13	Washington, Capitol of the United States
56050.13	San Francisco
63800.13	Our Capital City

FLAT PICTURES

	Urban Education Series:
290-594.2	Denver Is...
290.594.31	Washington Is...
NL	San Francisco Is...
NL	Living in the United States (Silver Burdett)

THEME C - LIVING AND WORKING IN OTHER CITIES OF THE WORLD

FOR PUPILS: SELECTED BIBLIOGRAPHY

(The following listings were selected from recent books that have special value. Space does not permit listing of all relevant titles. Complete references can be found in the Approved Library Lists.)

N = Non-fiction F = Fiction

CLASS	AUTHOR	TITLE	PUBLISHER	COPY-RIGHT	GRADE
F	Auerback, Marjorie	Seven Uncles Came to Dinner	Knopf	1963	2-4
F	Chandler, Edna	Will You Marry Me?	Whitman	1965	1-3
N	Kittler	Let's Travel in Nigeria and Ghana	Childrens	1965	5
N	Pine & Levine	The African Knew	McGraw	1968	
N	Olden	Getting to Know Nigeria	Coward	1960	5-8
N	Sutherland, Efua	Playtime in Africa	Atheneum	1962	5-3

AUDIO-VISUAL MATERIALS

FILMSTRIPS

Item No.	Title
44400.16	Children of the Netherlands
47200.1	Amsterdam - The Netherlands
NL	Lagos: Federation of Nigeria (Eyegate House)
NL	Nigeria: What You'd See There (Bailey Films) (2 filmstrips and 2 records)

THEME D - HOW PEOPLE OF THE WORLD ARE BROUGHT CLOSER TOGETHER THROUGH COMMUNICATION

FOR PUPILS: SELECTED BIBLIOGRAPHY

(The following listings are selective of recent books that have special value. Space does not permit listing of all relevant titles. Complete references can be found in the Approved Library Lists.)

N = Non-fiction F = Fiction

CLASS	AUTHOR	TITLE	PUBLISHER	RIGHT	GRADE
	Buchheimer, Naomi	Let's Go to the Telephone Company	Putnam	1958	3-5
N	Graff, Stewart & Billy	Helen Keller: Toward the Light	Garrard	1965	2-4
N	Kohn, Bernice	Echoes	Coward	1965	2-5
N	McCall, Edith	How We Get Out Mail	Benefic	1961	2-4
N	McCabe, Sybil	How Communication Helps Us	Benefic	1964	1-3
N	Miner, O.I.	True Book of Communication	Childrens	1960	2-4

16mm FILMS

Item No.	Title
134.51	Communication for Beginners

FILMSTRIPS

Item No.	Title
5059.11	Telling and Finding Out
52950.12	Louis Braille: He Taught Fingers to Read

THEME E - HOW PEOPLE OF THE WORLD ARE BROUGHT CLOSER TOGETHER THROUGH TRANSPORTATION

FOR PUPILS: SELECTED BIBLIOGRAPHY

(The following listings are selective of recent books that have special value. Space does not permit listing of all relevant titles. Complete references can be found in the Approved Library Lists.)

N = Non-fiction F = Fiction

CLASS	AUTHOR	TITLE	PUBLISHER	RIGHT	GRADE
N	Carlisle, Norman	About Roads	Melmont	1965	3-5
	Chester	Let's Go On a Space Trip	Putnam	1963	3-6
N	Greene, Carla	Railroad Engineers and Airplane Pilots	Harper	1964	K-2
N	Kaufman, Mervyn	Wright Brothers	Garrard	1964	2-5
F	Kessler, Ethel & Leonard	All Aboard the Train	Doubleday	1964	1-3
F	Olds, Helen	Little Ship That Went To Sea	Reilly	1962	2-4
F	Russell, Solveig	How Shall We Ride Away	Melmont	1966	2-4
F	Smith, Theresa	Fog Is Secret	Prentice	1966	K-4
F	Udry, Janice	End of the Line	Whitman	1962	K-3

AUDIO-VISUAL MATERIALS

16mm FILMS

Item No.	Title
14.05	An Airplane Trip
211.1	Ferryboat
*	Pony Express

FILMSTRIPS

45640.31	Kitty Hawk to Canaveral
50590.12	How Goods Come to Us
52750.23	Transportation
52950.1	Airplane Does Many Jobs
52950.36	The Tugboat Has a Job
63400	The Wright Brothers
NL	Let's Talk About Bridges and Boats (HPI)

*Available through Central Loan Collection

THEME F - PEOPLE AROUND THE WORLD OBSERVE SPECIAL DAYS AND CUSTOMS

FOR PUPILS: SELECTED BIBLIOGRAPHY

(The following listings are selective of recent books that have special value. Space does not permit listing of all relevant titles. Complete references can be found in the Approved Library Lists.)

N = Non-fiction F = Fiction

CLASS	AUTHOR	TITLE	PUBLISHER	RIGHT	GRADE
N	Dupuy, Trevor	Holidays: Days of Significance for All Americans	Watts	1965	
N	Johnson, Lois	Happy Birthdays Around the World	Rand	1963	4-7
N	Johnson, Lois	Happy New York Around the World	Rand		
F	Miles, Betty	Feast on Sullivan Street	Knopf	1963	3-5
N	McGovern, Ann	Why It's a Holiday	Random House	1960	4-6
N	Parlin, John	Patriot's Days	Garrard	1964	2-5
N	Purlin, John	True Book of Holidays and Special Days	Children's Press	1963	K-4
N	Reck, Alma	The First Book of Festivals Around the World	Franklin Watts	1957	4-7
N	Simon, Norma	Passover	Crowell	1965	3-5

SPECIAL ACKNOWLEDGMENTS FOR GRADE TWO

At various stages in their development, the course of study and learning activities were evaluated by:

Dr. Albert Alexander, Teacher of Social Studies, assigned to New York City Council for Economic Education
Miss Evelyn Balz, Curriculum Assistant, District 11
Miss Margaret Bible, Assistant Superintendent, District 28
Mrs. Edna Crowley, Assistant Superintendent, District 14
Miss Lillian Goldman, Principal, P.S. 122 M
Miss Mary Halloran, Assistant Superintendent, District 23
Mr. Murray Hart, Assistant Superintendent, Staff of Superintendent of Schools
Miss Carmen Jones, Assistant Principal, P.S. 92 M
Miss Carmella Nesi, Assistant Superintendent, District 11
Mrs. Adelaide Sanford, Assistant Principal, P.S. 21 K

In addition to the persons mentioned in the acknowledgments on pp. ii-iii, learning activities were submitted by:

Mrs. Maude Robinson, Assistant Principal, P.S. 161 M
Mrs. Ada Towne, Curriculum Assistant, District 26

Editorial services were provided by:

Miss Patricia Callahan, Elementary School Curriculum Coordinator, Bureau of Curriculum Development
Mrs. Florence Jackson, Acting Assistant Director, Bureau of History and Social Sciences
Mr. Murray Sussman, Principal, P.S. 179 Queens, assigned as Acting Assistant Director, Bureau of History and Social Sciences

Revisions in the course of study and learning activities, and the final draft of the manuscript were prepared by Miss Jeanette Hadley, Teacher, P.S. 154 M, under the supervision of Dr. Leonard W. Ingraham, Acting Director, Bureau of History and Social Sciences, and Mrs. Florence Jackson, Acting Assistant Director, Bureau of History and Social Sciences.

FEEDBACK REPORT - COURSE OF STUDY -- PRELIMINARY FORM A

TO: Teachers and Supervisors in Pilot Schools and Other Personnel Concerned with Evaluation of Curriculum Materials

DIRECTIONS

Some evaluators may wish to write anecdotal records and personal annotations directly on the Preliminary materials. You may submit these with this report and a new copy of the materials will be returned to you.

*If any of your answers to questions 1-5 are No, please indicate specific reasons, suggestions or recommendations for remedying condition.

1. Were the themes satisfactory? Yes___ No___*
2. Did the content outline provide minimal knowledge and information? Yes___ No___*
3. Could you develop concepts suggested for each theme? Yes___ No___*
4. Did the concepts from the disciplines spiral from the previous grade? Yes___ No___*
5. Were the outcomes realizable for most of the class? Yes___ No___*
   a. Understandings? Yes___ No___*
   b. Attitudes and appreciations? Yes___ No___*
   c. Skills? Yes___ No___*
6. Please indicate specific additional comments, suggestions and recommendations with reference to overall course of study and individual themes and subsections.

(You may use other side and additional sheets)

COURSE OF STUDY - GRADE ________

Prepared by ____
(name) (school) (position or license)

Pilot teacher ____________________

Supervisor ____________________

Other ____________________

Return to: Dr. Leonard W. Ingraham, Acting Director
History and Social Sciences
131 Livingston Street
Brooklyn, New York 11201

Feedback Report Due April 15, 1969

FEEDBACK REPORT - LEARNING ACTIVITIES - PRELIMINARY

FORM B
(Page 1)

To: Teachers and Supervisors in Pilot Schools and Other Personnel Concerned with Evaluation of Curriculum

DIRECTIONS

Some evaluators may wish to keep an anecdotal record and personal annotations on the Preliminary Materials. You may submit these with this report together with Learning Activities you developed. A new copy will be returned to you.

If any of your answers to questions 1-7 are No, will you please indicate specific reasons, suggestions or recommendations for remedying the condition.

1. Were the Emphases for each theme clear? Yes___ No___*

2. Were students able to derive concept(s) from the activities? Yes___ No___*

3. Were Inquiry and Discovery techniques used where possible? Yes___ No___*

4. Were the suggested activities and approaches concrete enough? Yes___ No___*

5. Was there an adequate number of:

Lesson plans? Yes___ No___*

Studies in depth? Yes___ No___*

Problems? Yes___ No___*

Questions? Yes___ No___*

Exercises on methodology of a discipline? Yes___ No___*

Exercises on Skills Yes___ No___*

Provisions for individual differences Yes___ No___*

Exercises on formulation of hypotheses, the making of inferences, etc. Yes___ No___*

6. Were the evaluative suggestions satisfactory for

Knowledge and skills (cognitive)? Yes___ No___*

Attitudes, appreciations and values (affective)? Yes___ No___*

7. Were learning materials and resources for students satisfactory? Yes___ No___ #

a. Teacher references? Yes___ No___ #
b. Pupil references? Yes___ No___ #
c. Paperbacks? Yes___ No___ #
d. Programed instructional materials? Yes___ No___ #
e. Filmstrips? Yes___ No___ #
f. Games or manipulative devices? Yes___ No___ #
g. Transparencies (commercially produced)? Yes___ No___ #
h. Transparencies (school produced)? Yes___ No___ #
i. 16mm motion pictures Yes___ No___ #
j. 8mm single-concept films? Yes___ No___ #
k. Records? Yes___ No___ #
l. Other? Yes___ No___ #

8. Please indicate specific additional comments, suggestions and recommendations and evaluation with reference to Learning Activities.

(Refer to theme, item and section)

9. What alternative approaches have you tried and/or what recommendations do you have with regard to specific themes, items or sections?

10. Please indicate which learning activities may have been omitted or need fuller treatment. (Refer to theme, item or section)

(You may use additional sheets)

LEARNING ACTIVITIES - GRADE__________

Prepared by____
(name) (school) (position or license)

Pilot teacher ________
Supervisor ________
Other ________

Return to: Dr. Leonard W. Ingraham, Acting Director,
History and Social Sciences
131 Livingston Street
Brooklyn, New York 11201

Feedback Report Due April 15, 1969